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ABSTRACT

This resource handbook is designed to serve the career guidance needs of adult basic education (ABE) and English-as-a-Second-Language (ESL) students and staff. The first section presents guidelines for teachers and counselors on career and personal counseling, lists resources, provides evaluation and intake forms, suggests a process for videotaping student role models, and presents supplemental activities. The second section describes a computerized student intake and tracking system. A workshop model for vocational instructors of limited English proficient students includes workshop outline, annotated outline for facilitators, support information, handouts, and transparency masters. Career guidance instructional materials and activities are provided in the next four sections. Modules on personal interest assessment and sources of job information are for classroom use and include teacher's guides, pre-post tests, and student handouts. Sources of job information is also the subject of an independent study module that includes teacher information, objectives, student materials, answer key, pre-post test, and test answer key. Section seven contains group career guidance activities on the following topics: intake, career decision making, putting it all together, training, job search, and evaluation. The last section is intended for handbook users to add local additional materials. (NLA)

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CAREER GUIDANCE

RESOURCE HANDBOOK
for Teachers and Counselors

and

INSTRUCTIONAL MATERIALS AND ACTIVITIES
for Students

1987

CASAS

Comprehensive
Adult Student
Assessment
System

U.S. DEPARTMENT OF EDUCATION
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BACKGROUND

The CASAS Career Guidance Committee was formed to respond to identified student and staff needs.

- * Increasing numbers of ABE/ESL students in California identify that their major reason for attending adult education classes is to learn enough English to be able to obtain employment, to change employment or to enter vocational training programs.
- * Vocational instructors for adults indicate many limited English proficient (LEP) students enter their vocational training programs without sufficient English language skills or knowledge of the world of work in the United States to benefit from the vocational training program.
- * Many ABE/ESL students make uninformed career choices. Frequently students do not consider their own interests or skills when making career choices.
- * Counseling services in adult education are often severely limited; counseling time is generally focused on serving the needs of high school diploma and GED students. Because of this situation, the counseling duties and responsibilities to provide guidance to the ABE/ESL student usually reside with the ABE/ESL classroom instructor.

In response to these identified needs, the CASAS Project selected personnel in five districts and a County Office of Education to collect, adapt, design and disseminate materials to address the career guidance needs of ABE/ESL students. The compiled materials are:

Resource Handbook for Teachers and Counselors This handbook provides guidelines for counseling and career guidance of ABE and ESL students. It identifies information regarding available vocational directories and guides, job training programs, and employment related resources. It includes sections for adding local information such as educational options, financial aid, and community resources.

Computerized Student Intake And Tracking Form This computerized record keeping format for APPLE IIE or TRS 80 assists in tracking students through ABE/ESL programs. The system provides for the collection of pre/post test information, tracking vocational and educational goals, and recording information on dropouts.

The record keeping format is easy to use without formal computer knowledge.

Workshop Model for Vocational Instructors of Limited English Proficient Students This guide is divided into two parts: A) Cultural Awareness, and B) Language Awareness.

Part A is a reminder that value systems depend on culture. Suggested hands on activities provide a framework of the process that LEP students experience when first exposed to the predominant U.S. culture. Part B provides guidelines for adapting teacning techniques and materials for LEP students in vocational education programs.

Many of the concepts also apply to teaching native English speakers who have not fully mastered the English language.

Career Guidance Instructional Materials and Activities

The basic themes of career awareness are presented through modules and activities. These materials, written at various levels of difficulty, address personal interest assessment and sources of job information. In classroom format, they are appropriate for group instruction at intermediate levels. The independent study format may be used with high intermediate to advanced level students. The life skills are fully integrated with the basic skills of reading, writing, and mathematics. Both modules are appropriate for ESL and ABE students.

The career decision making through job training preparation exercises may be used by teachers or counselors as group activities with intermediate or advanced ABE/ESL students.

The career guidance components are packaged in two volumes. Volume I contains the Handbook, Intake Form *and Workshop Model for Vocational Instructors. Volume II contains the Student Oriented Career Awareness Materials.

While developed originally for adult ABE/ESL students, the materials are appropriate for career guidance with youth and with high school diploma students.

CONTRIBUTORS TO THE CAREER GUIDANCE SERIES:

Paul Bernard, Salinas Adult School
Ardis Breslauer, CASAS Project
Joetta Buenafe, Tulare Adult School
Holda Dorsey, Hacienda-La Puente Unified School District
Leann Howard, San Diego Community College District
Patricia Johns, Santa Cruz County Office of Education
Marie Osborne, San Francisco Community College District
Staff members, Clovis Adult School
Cary Tom, San Francisco Community College District
Linda West, Hacienda-La Puente Unified School District
Holly Wilkins, San Diego Community College District

For further information regarding the CASAS Career Guidance series and ordering, contact CASAS Project Office, 3249 Fordham St., San Diego, CA 92116, (800) 647-3316.

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Resources Handbook

for

Teachers and Counselors

INTRODUCTION

The purpose of this handbook is to provide instructors and counselors with a practical, easy-to-use tool to assist ABE and ESL students in their career planning.

Chapter I covers general descriptions of counseling and guidance terms and suggests ways the counselor can assist the instructional staff-instructor, aide, or volunteer.

Chapter II presents personal counseling guidelines and some basic counseling techniques.

Chapter III presents a format for listing vocational directories and guides, job training and employment related community resources.

Chapter IV provides basic information on educational options and financial aid available to students.

Chapter V contains information on general community resource agencies.

Chapter VI includes diskettes and directions for computerized ABE/ESL student intake form.

Support materials are in the Appendices.

Much of the success of the handbook depends on the professionals who use it and who become familiar with its contents so that information can be readily obtained.

Students need career guidance. For many students, instructors and counselors are their primary resource of career information. They often have the most significant influence on students as they attempt to enter or advance in the world of work.

CHAPTER I

GUIDELINES FOR COUNSELING AND GUIDANCE

CHAPTER I - GUIDELINES FOR COUNSELING & GUIDANCE

Some instructors are fortunate enough to have on-site counselors to handle the counseling and career guidance needs of ABE/ESL students. Others rarely have direct access to counseling services for their ABE/ESL students. At sites where a counselor is not readily available, it is necessary that instructors know the educational and vocational options open to students and the appropriate referrals to community resources.

Provision for adequate guidance services is a component of all federally funded Adult Basic Education programs in California. The basic guidance functions are student placement, tracking, and certification of learning or competence. In a competency based system, these functions are based upon the student's stated goals and assessed needs. A common goal of ABE/ESL students is to "get a job"; often this goal is stated during the intake process as a primary reason for attending ESL or ABE programs. Because an occupational goal is very common, many students and instructors need accurate and accessible information regarding careers and the nature of work in the United States system and culture. It is appropriate for the person responsible for providing guidance services to take the leadership by developing a comprehensive listing of vocational and community resources, distributing this resource to instructional staff, and training staff members to utilize the resource information. One intent of this manual is to provide a model or framework to make this development task easier at the local level.

Instructors should keep in mind that the counselor is there to provide services to students and support to instructors in the guidance area.

Counseling and guidance are two naturally linked but distinct functions. Guidance is usually defined as the process of information giving. The information can focus upon any topic: school selection, use of community resources, nutrition, or methods of acquiring a home building loan. Career Guidance is the process of providing information related to careers, occupations, vocational training, educational requirements for a job, how to get and keep a job, etc. A critical factor is ensuring that the information given is accurate, timely, and easily accessible. Counseling is the more specialized and guided process of developing, and exploring alternatives, selecting appropriate strategies, and working toward solutions for a specific problem. The focus is upon decision making and problem solving related to an immediate need of the individual. Counseling often is conducted in a one-to-one or a small group setting.

INSTRUCTOR'S ROLE IN CAREER GUIDANCE & COUNSELING

Instructors, whether professionally trained counselors or not, usually have some talent for counseling and guidance which they use instinctively with students individually and/or as a group. This chapter is designed to assist instructors in the best use of these talents.

Due to the nature of their work, classroom instructors, regardless of the age of their students, perform both the counseling and guidance functions. Counseling can be very time consuming and often is not the most efficient or appropriate use of an instructor's time. Providing appropriate and accurate information about careers is a valid teaching activity.

Career guidance includes career planning. This topic includes developing student awareness of career options available through the process of career guidance. Students are encouraged to make rational and realistic career choices and plans. For ABE/ESL students, the exploration of these topics is an appropriate use of class group interactions. These interactions can result in: 1) developing oral language and communication skills, 2) developing language skills needed in specific situations (i.e., how to notify a supervisor of absence), and 3) peer support in sharing of experiences and resources.

Instructional units can be presented to teach the skills of occupational decision making, job search, interviewing techniques, interpersonal skills needed on the job, and the ability to anticipate and cope with change. These are fundamental skills needed to find, keep and change jobs in the United States.

The CASAS CURRICULUM MATRIX sections on community resources and occupational knowledge contain extensive instructional units and ideas for these content areas. A supplemental matrix, *ABE/ESL Materials Related to Life Skill Competencies Identified for the Guidance Strand,* is contained in the California Staff Development Handbook.*

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* The Handbook is available from the DNAE 1575 Old Bayshore, Burlingame 94010, (800) 672-3494

CULTURAL ASPECTS OF CAREER GUIDANCE

The whole area of employment including its value, job seeking/keeping skills, and employer/employee relationships, is embedded with cultural values. The following points can be used by instructors and counselors in reference to the cultural views specific to the United States. The topics can also be used for class discussions. At some point in the instructional continuum, the topics need to be brought to the attention of ABE/ESL or VESL students. To some students, these culturally based aspects of careers and employment as held in the United States, may be quite different from the values related to employment in their native culture.

Some of these aspects are:

* Occupational choices are generally made by the individual, not the family or governmental structure. A person's interests and abilities are important considerations in choosing a job.

* Career selection is a choice. A decision making process of examining and defining alternatives can be followed before career selection is made. Most public libraries and school career centers have a wealth of career/occupational information available.

* People may change jobs frequently. It is rare to find a person working at the same position or for the same employer for 30-40 years. Current stimates indicate 18 year olds now entering the job market will make 7-9 major career changes during their employment years.

* The career ladder concept is a realistic approach to employment. As a person improves and expands on the skills needed in entry-level positions, new and more complex jobs may be available. Further education and training is often required for more advanced jobs. Professional growth activities or training is usually available and encouraged.

* Assessment tests or inventories are used to define likes/dislikes, skills or abilities of an individual. There are no right or wrong answers in preference inventories.

* Blue collar or "working with your hands" jobs do not have the stigma of second class and are not considered demeaning.

* Job search, including arranging for and attending interviews, is usually done directly by the job seeker. It is not customary to have a sponsor or other person attend and/or participate in a job interview.

* U.S. employers do not consider themselves guardians of the worker and are not responsible for a employee's long term welfare. Employment lasts as long as a worker's skills or labor are needed.

* Appointed times are expected to be followed in business settings. The work day, lunch, and breaks are expected to start and stop at a stated time.

* Employees do not take home their full wages for each pay period. Deductions for insurance, taxes, Social Security, etc., are legally taken by the employer before the employee receives the pay. The amount of the deductions should be clearly stated.

* It is perfectly acceptable to admit to an employer or supervisor that directions or the task to be performed are not clearly understood. Asking questions is not necessarily a reflection on the employee's ability to understand nor upon the supervisor's ability to explain.

Several curriculum resources are available in this area of cultural aspects of employment. The Vocational Education Resource Package (VERPA) 1984 series of the California Community Colleges includes A Guide for Career Counseling Vietnamese and A Guide for Career Counseling Spanish Speaking and Chicano Students.* Materials include lesson plans, materials for overheads, and handouts for classroom use.

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* These resources can be accessed through VOICE, 721 Capitol Mall, Sacramento, CA 95814, (916) 445-0401.

COUNSELORS AND CLASSROOM CAREER GUIDANCE

The counselor's role with class groups is to: 1) assist instructors by demonstrating group guidance stategies; 2) join the instructor in team presentations; and 3) make class visits to explain the services offered in the counseling office, in the district, and in the community. Often ABE/ESL students do not realize that a high school diploma program, vocational training, parent education class, etc., are options open to them.

With coordination and planning between counselor and instructor, classroom visits can provide pertinent information to ABE/ESL students which can: 1) broaden awareness of future occupational and vocational opportunities; 2) give educational and credentialing (certification) requirements or alternatives; and 3) develop awarenesss of locally available training programs and institutions. With this information, students can better set educational and vocational goals which could also include movement into high school diploma, GED or other adult programs.

Counselors with limited contact with ESL students need to be aware of their language usage when making presentations to an ESL group. Suggestions include such strategies as:

* Try to avoid the use of idioms and slang terms. If slang or idioms must be used, every attempt should be made to clarify the meaning by giving examples.

* Observe listeners' responses to the presentation (non-verbal and verbal).

* Check comprehension through questioning techniques. Ask "who, what, why, when" type questions which require more complete responses. Avoid yes/no questions.

- * Notice the type or number of questions students ask during and immediately following the presentation. Are the questions to clarify information presented or to seek additional information? Or are there any questions?

An evaluation form for both teachers and students to fill out during the presentation can provide feedback to the counselor. The effectiveness of the counselor's classroom presentation can be evaluated by this feedback, which can be useful for future visits. (Sample teacher and student evaluation forms are included in the appendix.)

Two additional resources are:

- * The California Cultural Awareness Resource Guide, San Francisco, Chinatown Resources Development Center, 1982. The guide introduces cross-cultural communication and presents a workshop format and background for cross cultural communication trainers. Counselors or instructors who are comfortable with the subject will find the guide useful in designing staff development sessions. The guide is now available from DNAE, 1575 Old Bayshore Highway, Burlingame, CA 94010, (800) 672-3494.

- * Vocational Assessment Instruments for Youth and Adults: A User's Guide, San Diego, CASAS Project, 1984. This reference guide assists in selection of assessment instruments appropriate for ABE/ESL students. Sections include aptitude, interest, dexterity, special purpose, handicapped assessments and work samples. All instruments have been reviewed by adult education practitioners in California. The User's Guide is available from VOICE, 721 Capitol Mall, Sacramento, CA 95814. (916) 445-0401.

Career guidance is a two-way street. For maximum benefit to students, instructors and counselors need to work cooperatively to provide career guidance activities to assist students' attainment of realistic career goals.

CHAPTER II

PERSONAL COUNSELING GUIDELINES

CHAPTER II - PERSONAL COUNSELING GUIDELINES

What does personal counseling have to do with career guidance? A student whose life is in turmoil due to a personal crisis — family problems, fear or anxiety, or a sense of futility and worthlessness -- is usually unable to focus on learning basic skills or taking the necessary steps in planning a career.

It is essential that students begin to resolve their problems in order to function effectively in the classroom and to make progress in their decision-making skills for future education, training, and jobs. When a student is assisted through counseling to consider realistic and alternate solutions, and then selects a choice which deals effectively with the problem, the educational and learning processes become more effective.

In assisting students with their personal problems, instructors should not expect too much of themselves. Instructors have experienced burnout by becoming overly involved in impossible situations. Just as instructors often have to teach students that it is acceptable to ask questions, it is sometimes necessary to "teach" instructors that it is acceptable to ask for outside help. Many ABE/ESL students are experiencing serious conflicts; they need help in developing strategies to work through the conflict, to acknowledge and evaluate realistic alternatives, and to follow through on their decisions. An instructor or aide who does not have the time or skills to guide a student through the whole process, including follow-up support, should refer the student for appropriate counseling as soon as possible. In some cases, more harm than good is done to students by well-intentioned people who initiate a counseling role and then withdraw before the student has gained the skills or confidence to cope with the problem. Three basic guidelines of counseling are extremely helpful.

Guideline Number 1--Know When to Call for Help. The cardinal rule for any professional is never to try to handle any serious counseling situation that should be referred. If a teacher feels that the situation or problem is too complicated to handle, it probably is. Seek the appropriate referral immediately. Ask an administrator to help find the assistance needed if necessary. Situations of severe mental crisis, physical or substance abuse, child neglect, or basic housing or health needs deserve referral to professionals trained in that area. Community agencies designed to serve these needs exist throughout California. A format for identifying community resources is included in Chapter V of this handbook.

Guideline Number 2--Support and Encourage The giving of support and encouragement is particularly important in ABE/ESL classrooms. Students often enter the class unsure of their own skills and are apprehensive about their ability to learn and keep up with their classmates. Most ABE/ESL instructors can relate examples of students overcoming fears and failure to emerge more skilled and confident of their next step. The instructor plays a major role in assisting in this growth.

Instructors are well acquainted with both shy students and more demanding students; both of whom require extra attention and energy, support and encouragement. Both need to participate actively and constructively in the class instructional program. Paired practice, small group activities, and group problem solving are some effective tecniques to encourage but not threaten a shy student into classroom participation. With time demanding or disruptive students, it is necessary to establish a balance between active participation and acknowledging a respect of other students' right for equal time. One possible solution in dealing with a disruptive student is to draw up a contract between the instructor and student or counselor and student. (The student should participate in the wording of the contract.) The contract should establish guidelines and expectations for the student's class conduct and participation. For example, it may be effective to guarantee a student limited individual time with the instructor before or after class in exchange for not interrupting other students or only answering when requested.

Guideline Number 3--Employ active Listening In ABE/ESL classes, students often ask their instructors to explain, give examples and comment upon family, personal and work related situations or roles. This encourages an atmosphere in which students feel comfortable in expressing some very personal concerns and problems. In these situations, the instructor can use the basic approach of active listening:

* Listen with complete concentration - use the "third ear" to hear what message the student is giving beyond the words

* Do not interrupt - student may need time and encouragement to talk about a complex situation

* Reflect back when a student stops speaking - restate the student's words and feelings. Be careful not to express a personal feeling or judgments. Observe carefully all non-verbal communication such as sighs, tight jaw, nervous gestures, etc., which can help in understanding what may not be expressed in words

- Do not give advice - Advice may come later in the form of various options the student might consider. A hurting person needs to have painful feelings accepted first - to know that the listener empathizes. When this has been done sufficiently, options can be explored

- Do not try to make a choice for the student - he/she must do that in order to be in control of his/her own life

Active listening is a technique which can be an effective tool to assess (gather information about) the extent of referral resources needed.

- Does the instructor/aide/other student have the information within the class to answer the concern?

- Does a counselor/guidance person on site have the information?

- Is an off-site or agency referral necessary?

Following initial assessment of the extent of the need, the instructor needs to determine the immediacy of the need.

- Is the student in a crisis state where the instructor needs to drop everything else?

- Can the student be referred to an on-site counselor during class?

- Can the conversation be delayed until after class?

- Can outside resources be gathered and reported back to the student at the next class meeting?

- Can the information be incorporated into a further lesson/unit?

Used in combination, these three guidelines can provide a structure where instructors, counselors, and community agencies can combine their skills and resources to better meet the personal needs of students.

CHAPTER III

CAREER GUIDANCE RESOURCES

CHAPTER III - CAREER GUIDANCE RESOURCES

This handbook section describes career guidance resources for counselors and instructors. Sections are included for occupational guides and directories, job training providers, and community based resources.

Three major constraints need to be remembered.

1) Each area identifies materials or resources available throughout the State. Each agency needs to add local resources. In most areas, a complete listing of community resources is already compiled by the Human Services Agency. Often, school districts or County Offices of Education have developed a comprehensive listing of counseling referral services available to students and families in their area. These compiled resources can be invaluable sources. Agencies can then include only those resources which have services appropriate for their students.

2) The resources section is only as complete as each agency develops additions/suggestions.

3) Resource information needs to be systematically updated and reviewed at least annually.

A blank format page is included for local duplication. The format may be adapted to fit local needs. Agencies may find that cutting the format sheets in half allows more flexibility in filing alphabetically, by geographic areas, etc. It also allows easier replacement for updates. This concept works well with 3x5 filing cards too.

OCCUPATIONAL GUIDES AND DIRECTORIES

School career centers and public libraries have volumes of these materials. The problem may be finding and selecting what is usable for ABE/ESL students. Some commercial computerized occupational information systems and published printed series are now being written for these populations. An informed career center person should have those references available. Students will probably need some assistance with the references.

Most career centers/libraries will have at least the following resources:

- Occupational Outlook Handbook (U.S. Dept. of Labor)
- Occupational Outlook Quarterly (U.S. Dept. of Labor)
- California Occupational Guides (Employment Development Department)
- California Occupational Mini-briefs (Employment Development Department) Much easier to read.
- Chronicle Guidance Series (Chronicle Guidance Publishers)
  - Student Aid Handbook
  - Private Post-Secondary Directory
  - 2 year and 4 year College Databook
  - Vocational Schools Directory

A sample Job Information Request Form, adaptable for local use, is in the appendices.

JOB TRAINING

Public supported agencies probably exist in your community. The following format provides suggestions of where to find free or low cost job training programs. Each agency should establish contact with training providers to become familiar with the quality of training delivered and the stability of the organization. A page of blank formats for local adaptations is included at the end of this section.

Private or community-based organizations may also provide job training in your community. These may be for-profit or non-profit organizations. Again, it is suggested that each agency establish contact with each training provider to become familiar with the quality of training provided and the stability of the organization. Many training providers advertise in the yellow pages under SCHOOL and/or REHABILITATION SERVICES heading. CET is the sample given for a non-profit agency.

JOB TRAINING

Adult Education State supported agency providing basic education and vocational, training. Job training offered varies with local needs.

Local Contact: ______

Address: ______

Phone: ______

Eligibility/target population: ______

Cost: ______

Comments: ______

______

Center for Employment Training (CET) Non-profit occupational skills training program with many branches throughout the State. Local programs often include hands-on training in Electronic Technology, Electronic Assembly, Machine Shop and Clerical/Office Skills.

Local contact: ______

Address: ______

Phone: ______

Eligibility/target population: low income & unemployed

Cost: ______

Comments: ______

______

JOB TRAINING

Community Colleges State supported 2-year colleges which provide academic and vocational training. Vocational training varies according to needs of local community. Short term to 2-year technician certification training programs.

Local contact: ______________________
Address: ______________________
Phone: ______________________
Eligibility/target population: ______________________
Cost: ______________________
Comments: ______________________
____

JTPA Program (Job Training Partnership Act) Federally funded programs to provide job training and related assistance to economically disadvantaged, displaced workers and others who face significant employment barriers. Local programs vary according to job/labor needs.

Local contact: ______________________
Address: ______________________
Phone: ______________________
Eligibility/target population: see above
Cost: ______________________
Comments: ______________________
____

JOB TRAINING

Regional Occupational Programs/Centers (ROP/C) Training programs open to high school juniors, seniors (at least 16 years old) and adults. Programs are available throughout the State. Specific courses vary according to local job market. Contact through local high school district or County Office of Education.

Local contact: __________

Address: __________

Phone: __________

Eligibility/target population: see above. No economic qualifications

Cost: __________

Comments: __________

____

____
(Name)

____

____

Local Contact: __________

Address: __________

Phone: __________

Eligibility/target population: __________

Cost: __________

Comments: __________

____

JOB TRAINING

____
(Name)

____

____

Local Contact: ______________________________

Address: ______________________________

Phone: ______________________________

Eligibility/target population: ______________________________

Cost: ______________________________

Comments: ______________________________

____

____
(Name)

____

____

Local Contact: ______________________________

Address: ______________________________

Phone: ______________________________

Eligibility/target population: ______________________________

Cost: ______________________________

Comments: ______________________________

____

EMPLOYMENT RELATED COMMUNITY RESOURCES

These agencies vary from community to community. Here are suggestions of where to find information on local job openings, job support services available, and people who can speak to classes about jobs and work in local areas.

Chamber of Commerce

Salvation Army

Veterans Administration

Women in Apprenticeship

Union Offices

Employers' Personnel Offices

Newspaper Ads

Community Ethnic Support Groups

Fraternal Organizations

Business and Professional Women's Club

Service Clubs

Phone Book Yellow Pages

Possible Headings:

-Associations

-Employment Agencies

-Employment Services

-Employment Testing

-Job Counseling

-Rehabilitation Services

COMMUNITY RESOURCES

Speakers' Bureau Often organized through the Chamber of Commerce. Bureau can provide role models for most occupations available in the locality.

Local contact: ____________________

Address: ____________________

Phone: ____________________

Cost: ____________________

Comments: ____________________

Employment Development Department (EDD) Maintains current job listings. Quality and type of jobs varies with the area. Also provides employment assessment testing and jobs seeking workshops.

Local contact: ____________________

Address: ____________________

Phone: ____________________

Cost: ____________________

Comments: ____________________

COMMUNITY RESOURCES

Department of Rehabilitation (Rehab) Assists in preparing physically and mentally handicapped persons for gainful employment. Can provide valuable support services i.e. transportation, special clothing, expenses, etc.

Local contact: __________________________________

Address: __________________________________

Phone: __________________________________

Cost: __________________________________

Comments: __________________________________

____

____
(Name)

____

____

Local contact: __________________________________

Address: __________________________________

Phone: __________________________________

Cost: __________________________________

Comments: __________________________________

____

COMMUNITY RESOURCES

____
(Name)

____

____

Local contact: ______________________________

Address: ______________________________

Eligibility/target population: ______________________________

Cost: ______________________________

Comments: ______________________________

____

____
(Name)

____

____

Local contact: ______________________________

Address: ______________________________

Phone: ______________________________

Eligibility/target population: ______________________________

Cost: ______________________________

Comments: ______________________________

____

CHAPTER IV

EDUCATIONAL OPTIONS/FINANCIAL AID

CHAPTER IV EDUCATIONAL OPTIONS/FINANCIAL AID

Resources and programs vary greatly from community to community. Brief descriptions of state and national programs are listed. The local site needs to select those available to their students, add local access information and other programs if available. Developing local information may be a good cooperative project for several adjacent sites or agencies.

For each program area, consider:

- short description of program
- target population
- times and sites
- any entry requirements
- any support services (i.e., child care) available
- contact person and phone number
- how to enroll

The descriptions are helpful to instructors and staff answering questions about other programs. What information do they need to know to help students?

EDUCATIONAL OPTIONS

Adult Basic Education (ABE)

- Reading, writing and math basic skills below high school level.
- Frequently a bridge between Advanced ESL and high school program. May be combined with ESL.
- Some native-born students may need further study in these basic skills before entering high school or job training programs.

Local Information:____

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California High School Proficiency Exam (CHSPE)

- Exam was developed for high school students 16 and older and is now available for adults.
- Test dates are usually in November, March and May. Registration is required over three weeks in advance; fee is $20.00.
- Test administered by Educational Testing Service (ETS), not local districts.
- Scoring is on a pass/fail basis.
- Emphasis is on life skills—application to practical, day-to-day living situations of reading and computation skills. Writing proficiency must also be demonstrated on the test.
- English, math and reading classes are available for improving skills for this exam.
- Registration forms are available at high school and adult school offices, and local libraries.
- Diploma equivalent in California.

Local Information:____

____

General Educational Development (GED)

- Five timed tests in writing, social studies, science, general reading, and mathematics. All must be passed with an average standard score of 45, with no score less than 40.
- Tests are given only at designated Official GED Centers.
- Fee varies from 0 to approximately $20.00.
- Total testing time is a maximum of 6 hours 45 minutes.
- Certificate is issued, not a diploma; certificate charge is $8.00.
- GED-Preparation classes are available at most adult education agencies.
- Practice exams are available to indicate student's readiness to pass GED test battery.

Successful GED Candidates

- May be accepted by State College Universities and University of California if other subject, scholarship, and examination requirements are met. Check individual college catalogues for specifics.

Local Information: ____

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Vocational English as a Second Language (VESL) Classes

* Occupation specific vocational ESL classes.

* Provide language support for skills training or employment

* May include on-job-training (OJT)

Local Information:____

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Adult High School Diploma Programs

* Academic requirements (English, Social Studies, Math, Science,etc.) equal to comprehensive high school diplomas.

* May transfer credits from previous high schools, work experience, job training or testing.

* Must pass district designated proficiency standards.

* Day and night programs often available.

Local information:____

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Community Colleges:

- * 1-2 year vocational training.
- * AA degree programs.
- * Transfer programs to four year colleges/universities.

Local information:____

____

____

Test of English as a Foreign Language (TOEFL)

- * For foreign-born students with a high school education or equivalent.
- * Given six times a year at designated centers. Registration is approximately one month in advance; fee is $27.35
- * Students needing English may be transferred to a TOEFL-preparation class after an initial placement in an advanced ESL class.

Local Information:____

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FINANCIAL AID

Few options are available. Some local fraternal or service organizations support scholarships for ABE/ESL students. Many agencies have not fully explored this possibility.

Financial Aid - Vocational Training Programs

- Federal programs are now authorized - Pell Grant, Supplemental Education Opportunity Grant (SEOG).
- Qualifications: Citizenship - U.S. National, Permanent Resident or Refugee with I-94. Documents for non-citizens must be obtained from U.S. Immigration and Naturalization Service.
- Must be enrolled in a program which is at least 600 hours in length.
- Applications are available at all approved sites.

Local Information: ____________________

____

____

____

Local donor organization: ____________________

Contact person: ____________________

Phone/Address: ____________________

Eligibility requirements: ____________________

Value: ____________________

Deadlines/other: ____________________

____

CHAPTER V

COMMUNITY RESOURCES

CHAPTER V - COMMUNITY RESOURCES

This chapter contain the listings of community services most often needed by students. For additional referral, consult any of these:

- * White pages of the phone book, especially Community Services numbers, Section A, in the front of the book
- * Yellow pages of the phone book
- * Site counselors or administrators
- * Knowledgeable clergy or other professionals who have experience in the area of concern

This section, developed for San Diego County, gives an organizational structure and comprehensive listing of agencies in one area. It is intended as a model, therefore phone numbers have not been included.

Local agencies should obtain a copy of a services directory developed for your county. It can usually be obtained through the Human Services Agency. You don't have to re-invent the wheel. As services are used, personal contacts, eligibility requirements, and specific services information could be developed into a format similar to the one used for job training resources.

ALCOHOL AND DRUG ABUSE

	Area Code	Numbers
Alanon		
Alateen		
Alcoholics Anonymous		
Alcohol Detoxication Center		
MITE, Inc.		
Neighborhood Recovery Center		
Clairmont		
La Mesa		
Chula Vista		
Scripts Clinic, Alcohol-Chemical Dependency Services		
Sharp Cabrillo Hospital Alcohol and Drug Treatment Program		

CHILD CARE

YMCA Child Care Resource Service		
Head Start		
San Diego City School Children Centers		

EMERGENCY NUMBERS

Emergency calls ONLY 911

Fire and Rescue
California Department of Forestry
Police or Sheriff
Ambulance

CRISIS INTERVENTION AGENCIES

	Area Code	Numbers
Burn Center (San Diego County)		
Child Abuse Hotline		
Crisis Team (24-hour counseling service)		
or dial "0" Operator: ask for		
Help Center		
Mental Health (San Diego County)		
Poison Control Center		
Suicide Hotline		

COMMUNITY BASED/CULTURAL ORGANIZATIONS

	Numbers
Access Refugee Employment Services, 6970 Linda Vista Rd.	
Barrio Station, 2138 Logan Avenue	
Black Federation of San Diego, 4291 Market Street.	
Cambodian Association of San Diego, P.O. Box 5661, San Diego 92105	
Catholic Community Services, Refugee Resettlement Office, 4643 Mission Gorge Place.	
Centro Cultural de la Raza, 2004 Park Blvd.	
Chicano Community Health Center, 1809 National Avenue.	
Chicano Federation of San Diego County, Inc., 920 E St..	
Chinese Social Service Center, 428 Third Avenue	
Indian Health Center, 2561 First Avenue	
Indochinese Family Planning Outreach & Education Project, 6963 Linda Vista Road	
Indochinese Mutual Assistance Association, 6970 Linda Vista Rd..	
International Rescue Committee (IRC), 1415 University Ave.	
Japanese American Citizens League, 1031 25th Street	
Jewish Community Center, 4079 54th Street	
Jewish Family Services, 3355 Fourth Avenue	
Jewish National Fund, 5511 El Cajon Blvd.	
Korean Outreach Project, 1031 25th Street	
Lao Family Community Inc., 6070 Linda Vista Road	
Lutheran Immigration and Refugee, 4011 Ohio	
NAACP, 2857 Imperial Avenue	

Numbers

Padre Hidalgo Center, 2277 National Avenue . . . .

Refugee Service Cooperative, 1031 25th Street. . . . .

Tryout Employment Program for Refugees, 5350 University. . . . .

Union of Pan Asian Communities, 1031 25th Street . . . .

World Relief Co., 4445 Laurel Street . . . .

FAMILY PLANNING

Birth Control Institute, 4228 El Cajon Blvd. . . . .

Planned Parenthood Association, 2100 Fifth Avenue. . . . .

HANDICAPPED SERVICES

Blind Recreation Center . . . .

Community Service Center for the Disabled . . . .

Resource Center for the Handicapped, SDCCD. . . . .

San Diego City . . . .

San Diego Regional Center for Developmentally Disabled. . . . . .

San Diego State University, Rehabilitation Department . . . . . .

Sharp Rehabilitation Center . . . .

State Department of Rehabilitation. . . . .

CONSUMER PROTECTION

Better Business Bureau . . . .

CALPIRG (California Public Interest Research Group)
    Administrative Office. . . . .
    Consumer Assistance Line . . . .

Consumer Credit Counselor. . . . .

For additional Listings, see white pages of phone book under Consumer Complaint and Protection Coordinators. Fifty-nine specific categories from "accountants" to "warranties" are given.

EMPLOYMENT SERVICES

	Area Code	Numbers
Able-Disabled, Inc.		
Crisis Intervention Center		
Employment Development Department, California		
Fair Employment and Housing Department		
San Diego City		
San Diego County		

HEALTH SERVICES - GENERAL

Center for Indochiness Health Education		
San Diego County, Department of Social Services		
General Information		
Social Service Centers:		
El Cajon, 833 Broadway		
Linda Vista Neighborhood Center, 2901 Meadowlark Drive		
South Bay, 500 Third Avenue, Chula Vista		
San Diego County, Department of Health Services		
Administration		
Emergency Medical Services, 6255 Mission Gorge		

Health Center Locations:

Numbers

East San Diego, 5202 University Avenue . . . .

El Cajon, 113 East Douglas . . . .

North San Diego, 2440 Grand, Pacific Beach . . . . . .

South Bay, 263 Fig Avenue, Chula Vista . . . .

Community Clinics

Council of Community Clinics . . . .

American Indian Health Clinic, 2561 First Avenue. . . . . .

Chicano Community Health Center, 1809 National . . . . . .

Linda Vista Health Care Center, 6970 Linda Vista Rd.. . . .

Mercy Clinic, 4977 Fifth Avenue . . . . . medical . . . .
dental . . . . .

Mid-City Community Clinic, 4290 Polk Avenue . . . .

Operation Samahan Mira Mesa Outreach Clinic,
10717 Camino Ruiz . . . .

Operation Samahan, Senior Citizens Downtown,
2952 Market Street . . . .

UCSD Medical Center Clinic, 225 Dickinson Street. . . . . .
Emergency . . . .

Other Health Services

Lion's Optometric Vision, 1805 Upas Street. . . . .

Visiting Nurse Association and Homemaker Services . . . . .

Additional Helpful Numbers

Medical Society, Doctors Referral Service . . . .

Medicare:

Champus . . . .

Numbers

Medical - Department of Social Services. . . . .

State Disabilities Program . . . .

HEALTH SERVICES - HOSPITALS

Children's Hospital/Health Care Center
8001 Frost Street . . . .

College Park Hospital
6666 Montezuma Road . . . .

Harbor View Medical Center & Hospital
120 Elm Street . . . .

Hillside Hospital
1940 El Cajon . . . .

Mercy Hospital
4077 Fifth Avenue . . . .

Naval Hospital (U.S.)
Balboa Park . . . .

Paradise Valley Hospital
2400 East Fourth Street, National City. . . . .

UCSD Medical Center/University Hospital
222 W. Dickinson Street . . . .

HIGHER EDUCATION

City College, 1313 Twelfth Street . . . .

Educational Cultural Complex, 4343 Ocean View Blvd. . . . . . .

Mesa College, 7250 Mesa College Drive . . . .

Miramar College, 10440 Black Mountain Road. . . . .

San Diego State University, College Avenue. . . . .

Numbers

University of California San Diego, Gilman Drive and La Jolla
Village Drive, La Jolla . . . .

University of San Diego, Alcala Park. . . . .

Site counselors have specific numbers for academic advisers and more detailed information regarding admission requirements, courses offered, etc.

HOUSING

Discrimination Hotline (call collect) . . . .

Fair Employment and Housing Department. . . . .
Housing Authority . . . .

IMMIGRATION

Immigration & Naturalization . . . .
after 4:30 p.m. call . . . .

LEGAL SERVICES

Immigration Law Clinic, 3714 Fourth Avenue . . . .

Lawyers Referral Service . . . .

Appointments . . . .
Family Law . . . .
Administrative. . . . .

Senior Citizens Legal Services and Lawyer Referral
1122 Fourth Avenue. . . . .

University of San Diego Legal Clinics, Alcala Park . . . .

LICENSURE/CREDENTIALS

Most of these listings are for students who have had professional training and experience.

Numbers

Barbers - Board of Barber Examiners . . . .

Cosmetologists - Board of Cosmetology, Sacramento . . . .

Engineers - Board of Registration for Professional
    Engineers, Los Angeles . . . .

M.D.S. - Board of Medical Quality Assurance. . . . .

Nurses - Board of Registered Nursing, Los Angeles. . . . .
    Vocational Nurse Section, Los Angeles . . . .

Pharmacists - Board of Pharmacy . . . .

Teachers - San Diego County Office of Education. . . . .

Addition listings can be found in the white pages of the phone book under California State Government Office, Section C, preceeding alphabetical listings.

MENTAL HEALTH SERVICES

Catholic Community Services . . . .

County Mental Health . . . .

Crisis Team . . . .
    or "0" for Operator. . . . .

Episcopal Community Services. . . . .

Family Service Association . . . .

Jewish Counseling Center . . . .

Numbers

Suicide Hotline . . . .

Hotline . . . .

UCSD Medical Center, Walter Gifford Clinic. . . . .

Professional Referral Services

    Marriage, Family & Child Therapists . . . .

    Psychologists Information & Referral Service . . . .

    Psychiatric Referral Service . . . .

Site counselors may have additional referrals. (Note: The soliciting of students for private counseling practice by school personnel is unethical and prohibited by law).

PARENTING SKILLS/SUPPORT

Parents Anonymous . . . .

SDCCD Child Development classes (call individual site for information)

YMCA Family Stress Center . . . .

PERSONAL COUNSELING

See other pages in this chapter under Alcohol and Drug Abuse, Emergency Hotlines, Mental Health, or Women's Resources. When calling a counseling referral agency, indicate nature of student's counseling need: grief, suicide prevention, trauma, family abuse, etc.

RECREATION (LOW COST)

Parks, swimming pools, recreation centers, beaches (bay and ocean) offer many low-cost choices for family and group picnics, games, etc. If transportation is a problem, there is probably a neighborhood park within walking distance of almost any home in the city. See the white pages of the phone book for 39 parks and 10 swimming pools listed under San Diego City Parks. For more information call the numbers listed below.

	Numbers
San Diego City Park and Recreation Department	
Mission Bay Park Facilities, Information-Visitor	

WOMEN'S RESOURCES, WIFE/CHILD ABUSE

	Area Code	Numbers
Alcoholic Women's Residence - Turning Point		
Battered Women		
Center for Women's Studies and Services 908 E. Street		

	Area Code	Numbers
Child Abuse Hotline, YMCA Family Stress Center		
Child Abuse Prevention Foundation of San Diego County . .		
Child Protection Service Hotline . . . . or "0" Operator		
Child Protection Service Hotline . . . . or "0" Operator		
Displaced Homemakers Project		
Rape Emergency Assistance League.		
Salvation Army Emergency Lodge		
UCSD Medical Center/University Hospital Child Advocacy Program		
Women's Counseling Referral Service		
Women's Growth Center		
Women's Legal Center of San Diego		
YWCA Battered Women's Services.		
YWCA Residence for Women		

For legal rights of women in California, see also Women's Rights, California Department of Justice, John K. Van de Kamp, Attorney General, 1983. The book may be available in the site counseling office. Copies may be obtained by calling this toll free number: (800) 952-5225. Contents include a general summary of women's rights in employment, education, housing, credit, health care, domestic relations and violent crime.

APPENDICES

A-1 Student's Evaluation Form

A-2 Teacher's Evaluation Form

A-3 CASAS Career Guidance Intake Form

A-4 Suggested Process for Video-Taping of Student Role Models

A-5 Supplemental Activities/Ideas

A-6 Job Information Request Form

STUDENT'S EVALUATION FORM

COUNSELOR'S CLASSROOM VISIT

________________________ __________________
Counselor's name Date of visit

________________________ __________________
Teacher's name Class level

TO THE STUDENT - YOU DO NOT HAVE TO SIGN YOUR NAME.

1. Did you learn something helpful from the counselor's visit?

yes________ a little________ no________

2. Did you understand the counselor's words?

yes________ some of the time_______ no_______

3. Did the counselor speak slowly enough?

Yes________ Some of the time________ no_______

4. If you have a question you want the counselor to answer, please write it in the space below.

TEACHER'S EVALUATION FORM

COUNSELOR'S CLASSROOM VISIT

______________________________ Counselor's name

______________________________ Date of visit

______________________________ Teacher's name

______________________________ Class level

1. Vocabulary used good____ too advanced____ too simple_____

2. Speed of speech good____ too fast_____ too slow_____

Please rate the following on a scale of 5 - 1, 5 is high and 1 is low.

3. Level of interest 5____ 4____ 3____ 2____ 1____

4. Appropriateness of information

   5____ 4____ 3____ 2____ 1_____

5. How did this visit help the students?

6. Please add any helpful suggestions/comments for future visits below.

CAREER GUIDANCE

Student Intake Form

DATE ____________

STUDENT PROFILE

NAME: ______________________________ SEX: M____ F____
Last First Middle

ADDRESS: ____
Number Street City Zip Code

PHONE: ( ) ______________ Soc. Sec. No.____-___-_____(optional)

COUNTRY OF BIRTH______________ NATIVE LANGUAGE________________

How long have you lived in the United States? ______years ______months

How many years did you attend school?

a) in your country __________ b) in a refugee camp__________

c) in the U.S. ____________

Do you have a job now?____________

a) part time______________ b) full time______________

If yes, what kind of job do you have?________________________

JOB TRAINING

Did you have job training in your country?________________

Have you had job training in U.S.?______________________

What kind of job training have you had?__________________

WORK HISTORY

DATES WORKED	OCCUPATION	CITY	WHAT I LIKED ABOUT THE JOB	WHAT I DIDN'T LIKE ABOUT THE JOB

EDUCATIONAL GOALS

Why do you want to go to school now?

a) to enter a job training program ____________
b) to get a job (or a better job) ____________
c) to get along better in everyday life ____________
d) to pass the GED ____________
e) to get a High School diploma ____________
f) to go to college ____________
g) to start a business ____________
h) personal reasons ____________
i) other ____________

VOCATIONAL GOALS

Please check one:

______ I want a job now.
______ I want a job later, after I learn ____________
______ I'm looking for a job. In what area? ____________
______ I don't need a job at this time

In order of preference, what jobs would you like?

1st choice ____________
2nd choice ____________
3rd choice ____________

Name ______________________________

DO NOT WRITE BELOW THIS LINE

TESTING INFORMATION

SKILLS	DATE	TEST-FORM	SCORE
LISTENING			
ORAL			
READING COMPREHENSION			
MATH			

VOCATIONAL PLANS

SHORT TIME	INTERMEDIATE	LONG TERM

INDIVIDUAL PLANS

DATE	PROGRAM/ACTIVITY	OBJECTIVES	LENGTH	HRS. PER DAY

DATE FOR FURTHER ADVISEMENT

______________________________ Counselor: ______________________________

______________________________ Counselor: ______________________________

______________________________ Counselor: ______________________________

SUGGESTED PROCESS FOR VIDEO-TAPING OF STUDENT ROLE MODELS

One process for a video-tape is to organize interviews with representative former students who have achieved significant progress toward their career goals. These would be good role models for students in ABE/ESL classes. The tape could start with a brief introduction by the interviewer giving the student's background. If possible, part of the interview could be filmed at the student's job site. Another possible filming site is the student's former classroom or training area. Possibly the interviewer's questions can be edited out so that only the student's voice is heard after the introduction. The conclusion of the interview could freeze on a closeup of the student's face while summary remarks are given by the voice over.

SUGGESTED QUESTIONS

1. How did you decide to come to this school?
2. How did you feel when you first came here?
3. What helped you most in this school?
4. What helped you decide on what job training or career you wanted?
5. What job training did you have and where did you take it?
6. How long did the training take?
7. Tell us a little more about it.
8. Did you have any help regarding how to look for a job?
9. How did you look for a job? What exactly did you do?
10. Did you get a job?
11. What, do you think, got you the job? Why were you hired?
12. What do you like about your job?
13. Do you plan to continue in your present job, or do you want to change to another one later after you have had more training?
14. What would you like to tell students who are still in school where you were a few years ago?

SUPPLEMENTAL ACTIVITIES/IDEAS

1. Invite former students to give short presentation on current jobs. Ideas could include how training was acquired; what they needed to know to get the job; what tasks they do; what they like/don't like about the job, etc.
2. Video tape simulated job interviews or on-the-job interviews for future classroom use.
3. CASAS Career Guidance Intake Form. (see A-3) Instrument can be used for intake and tracking student's progress.
4. District/school/community brochures on vocational training opportunities can be made available in each class.
6. Hold a job fair (also a good cooperative project).
7. Arrange for staff from district vocational programs, ROP programs or JTPA training programs to give presentations to the class. Where possible, classes could visit the training site.
8. Project TIDE. Gender equity projects funded throughout the State to encourage women and men to enter non-traditional fields. Projects are funded with federal Vocational Education Act (VEA) monies through State Department of Education to local districts, ROP/C's, or Community Colleges. Check with vocational projects director locally. 1986-87 focus is expansion of services to single parents—school age and adult.

STUDENT WORKSHEET

JOB INFORMATION REQUEST FORM

Referred by________________

Name________________________________

Date______________

This student wishes to obtain information regarding occupations checked below:

PROFESSIONAL TECHNICAL & MANAGERIAL

__Accountants
__Advertising & Pub. Relations
__Architects
__Artists & Designers
__Athletics, P.E. & Rec. Ldrs.
__Data Processing
__Dentists
__Education Incl. Guid. & Admin.
__Engineers & Tech. (Gen'l)
  Type:____________________

__Foreign Language Work
__Forestry
__Home Relations
__Labor Relations
__Lawyers
__Librarians & Museum Workers
__Management & Bus. Admin.
__Mathematical Work
__Medicine & Health Service (Gen)
  Specific areas:____________
__Performing Arts
__Personnel Administration
__Pharmacists
__Photographers
__Psychologists
__Purchasing Agts
__Radio & Tele. Broadcasting
__Religious Work
__Science, General Info.
  Specific areas:____________
  ____

__Social & Behavioral Science
__Social Work
__Veterinarians
__Writers, Editors & Journ.

CLERICAL, SALES & RELATED WORK

__Bkprs., Cashiers, Checkers
__Clerks, general
__Dental & Medical Assts.
__Office Machine Operators
__Secretaries & Stenos
__Telephone Operators

SERVICE OCCUPATIONS

__Attendents & Misc. Service
__Building Maintenance Service
__Domestic Service
__Funeral Service
__Personal Service
__Protective Service (Law Enf.)(Fire)

AGRICULTURE, FISHING & FOREST WORK

__Farming
__Wild Life Conservation
__Fishing
__Forest Work
__Orn. Hort. & Gardening

SKILLED CRAFTS & TRADES

__Building & Construction
  Specify types:____________
__Electricians
__Mach. Trades & Metal Working
  Specify types:____________
__Mechanical Repairs
  Specify types:____________
__Printing & Graphic Arts

FIELDS OF BUSINESS & INDUSTRY

__Manufacturing & Processing
  Type of product:____________
__Communications, Power, Pub. Util.
__Finance, Ins. & Real Estate
__Government Service:
__Civil & Foreign Service
  __Military Service
__Hotel & Restaurant
__Transportation (Air, Land, Water)

DIRECTORIES AND OTHER REFS.

__College Catalogs:
Specify institutions:____________
____

__Occupational Guides
__Occupational Outlook Handbook
__Other

Computerized Student Intake and Tracking System

The CASAS Career Guidance Student Intake Form, including a computer format, was prepared with the idea of simplifying the task of record keeping. The formats are developed using the PFS File and PFS:Report Programs. These are copyrighted and published programs and are not included in the CASAS distribution package. A data diskette with form and report formats and directions for use is included. Many other commercial programs are available which have the capability of creating similar reports.

To give an idea of the time needed to implement this program, an approximate schedule follows:

1. Initial entering--fifteen hours for information on 150 students or about six minutes per student.

2. Updating files--two hours per week entering new students, new test scores, changing placement level, addresses or recording student dropouts.

3. Print Out--One hour per month on current rosters in alphabetical order, lists of students who need post-testing, list of drop students who need contacting. Each report takes about five minutes plus assembly.

4. Special reports--These could be ethnic reports, pre-post test reports, vocational goals and program levels completed.

Most record keeping that is done by hand can be simpified by using a computer. The time saved and the ease of finding the information improves the overall program.

REPORT FORMATS

Five pre-set report formats have been designed. They were created to group information as needed for local site use. Individual users may wish to design their own reports which will better suit their local data reporting needs. These are included as samples to demonstrate the types of reports that can be computer generated with this program. More complete directions in designing forms can be found in the program manual.

Format #1 - Student Profile. Lists each student and the following information: country, schooling, educational goal, vocational goal, placement.

Format #2 - Student Directory. Lists students alphabetically by last name, address, and phone number.

Format #3 - Ethnic Report. Lists students sorted alphabetically by last name, country, language and placement.

Format #4 - Pre-post test Report. Lists pre and post test scores for each student. The report computes the gain for each student. The format can display two sets of pre-post test scores.

Format #5 - Testing Information. Lists test data and test date.

Additional formats could be developed to sort by vocational or educational goals if useful locally.

Student data entry-form. A blank pre-defined form is included on the data diskette. The computer uses this information to print out the reports; data for each student only needs to be entered into the computer once. Each form has room for the following information on each student.

Field Number	Field Heading	Field Length
1	LAST NAME	12
2	FIRST NAME	8
3	MIDDLE NAME	6
4	COUNTRY	3

5	LANGUAGE	3
6	SCHOOLING	2
7	TRAINING	1
8	WORK YEARS	2
9	EDU GOAL	2
10	VOC GOAL	5
11	JOB WANTED	2
12	TEST A	7
13	TEST B	7
14	TEST C	7
15	TEST D	7
16	PLACEMENT	4
17	LONG TERM	5
18	NEXT DATE	5
19	ETHNIC GROUP	1
20	STREET	15
21	CITY	10
22	ZIP	5
23	PHONE	12
24	SEX	1
25	COUNSELOR	3
26	ENTRY DATE	8

Country must be abbreviated to three letters, ie: VIETNAM = VIE.

Schooling means total number of years of formal education.

Training refers to vocational training; 1) in the U.S. 2) in another country 3) none

Work years has two spaces for the total number of years worked.

Educational goal has two spaces allocated to fill in based on information gathered on written form or you may want to make your own code, ie: HS = High School.

Vocational goal has 5 spaces to enter information on written form or your own code, ie: AUTO M.

Job wanted has only two spaces to enter information such as: FT = full time, PT = part time NO = none.

Testing all four testing fields have been left blank and 7 spaces allocated where you can enter whatever testing information you prefer. You must be consistant though, in order to receive the information later.

Placement, means just that, in what program or class the student is placed, ie: ESL I.

Long term, is where the student should be placed when the prerequisites are filled, ie: WELDING.

Next date, refers to the next appointment with counselor to review progress, or next testing date. This field can expedite record keeping by printing on a monthly basis the names of students who need to be seen or tested.

Ethnic group, the one slot allocated is to follow the ABE T-1 report forms.

1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. Filipino
4. Hispanic
5. Black, (not of Hispanic origin)
6. White, (not of Hispanic origin)

The rest of the fields are self explanatory, and may not be used for sorting or scaning.

CASAS CAREER GUIDANCE STUDENT INTAKE FORM

LNAME: ______________ FNAME: ________________ MIDDLE: ___ SEX: _
STREET: _________________ CITY: ______________ ZIP: __________
PHONE: ______________

COUNTRY: ___ LANGUAGE: ___ ETHNIC GROUP: ___
SCHOOLING: ___ TRAINING: ___ WORK YEARS: ___
GOALS - EDUCATIONAL: ___ VOCATIONAL: ___
JOB WANTED: ___

TEST A: _____ TEST B: ____ TEST C: ____ TEST D: ____
PLACEMENT: ___ LONG TERM: _______
COUNSELOR: __ ENTRY DATE: _______ NEXT DATE: __________

CAREER GUIDANCE STUDENT INTAKE

SORTED BY	LNAME	COUNTRY	SCHOOLING	ED	VOC	TEST A	PLACEMENT
AGUILAR	ELENA	MEX	03	HS	COSMO	186	ESL1
BIGGS	JOE	US	7	HS	AUTO M		ABE
CESHMATI	ALI	IRA	14	HS	ELECT		
CHI	PAU	VIE					
CORTEZ	FRANCES	MEX	5	HS	NURSE	175	ESL1
GARCIA	RICHARD	MEX	4	HS	MECH	165	ABE
GONZALES	FRANCIS	ME	16	CO	MANAG	225	ESL6
HOANG	ELSE	VIE	0	HS	SEC	215	ESL3
JOHNSON	RALPH	US	7	HS	DIESEL	200	ABE
JONES	BOBBI	US	10	HS	SEC	225	HS
LOPEZ	RAMONA	MEX	8	GE	NURSE	220	ESL3
MONTGOMERY	JUNE	US	10	HS	NURSE	175	ABE
MOYA	CARLOS	MEX	10	HS	DIESEL	220	ESL3
RAHIM	ARMAD	AFG	11	HS	DR	230	HS
SILVA	ANGELINA	MEX	10	HS	NURSE	195	ESL2
SMITH	MAYBELLE	US	6	HS	NURSE	197	ABE
	SUE	US	7	HS	COSMO		ABE
TROTTER	JESSE	US	12	HS	DIESEL	230	GED
WAY	MARGIE	ENG	8	HS	SEC	230	DIP

STUDENT DIRECTORY

TED BY	LNAME	ADDRESS	CITY	ZIP	PHONE
LAR	ELENA	123 FOURTH ST	ROSALITA	58300	223-0000
S	JOE	2 SOUTH	MACON	22233	NONE
MATI	ALI	NONE	FRESNO	93400	NONE
	PAU	1129 SUNKIST	SAN FRAN	90000	414-444-0000
EZ	FRANCES	7777 MAIN	FRESNO	33333	NONE
IA	RICHARD	213 RODRIQUEZ	WATS	95066	688-0111
ALES	FRANCIS	12 ELBOW	LAS VEGAS	21345	555-1212
G	ELSE	322 RALPH	LONG BEACH	34343	222-3345
SON	RALPH	123 EASY	SAN DIEGO	00000	213-621-4838
S	BOBBI	555 8TH	MADERA	34567	555-3456
Z	RAMONA	222 RAPIN	CITY	22200	222-3333
GOMERY	JUNE	BOX 12	FRESNO	00000	NONE
	CARLOS	23 LARKIN	FREEDOM	95078	335-2378
M	ARMAD	555 FIFTH	TORR	90333	111-2222
A	ANGELINA	34 FIFTH	CULVER	33333	221-4567
H	MAYBELLE	2 SOUTH	MACON	22222	333-4040
	SUE	2 SOUTH	MACON	22300	NONE
TER	JESSE	2 SOUTH	MACON		NONE
	MARGIE	222 FRANKLIN	LOS GATOS	67890	123-4567

ETHNIC REPORT

ORTED BY	LNAME	GROUP	COUNTRY	LANGUAGE	PLACEMENT
UILAR	ELENA	F	MEX	SP	ESL1
GGS	JOE	BOB	US	ENG	ABE
SHMATI	ALI	J	IRA	PER	
I	PAU	D	VIE	VIE	
RTEZ	FRANCES	D	MEX	SPA	ESL1
RCIA	RICHARD	F	MEX	SPA	ABE
NZALES	FRANCIS	C	ME	SP	ESL6
ANG	ELSE		VIE	CHI	ESL3
HNSON	RALPH	J	US	ENG	ABE
NES	BOBBI	SUE	US	ENG	HS
PEZ	RAMONA	M	MEX	SPA	ESL3
NTGOMERY	JUNE	S	US	ENG	ABE
YA	CARLOS	J	MEX	SPA	ESL3
HIM	ARMAD	SAM	AFG	FAR	HS
LVA	ANGELINA	S	MEX	SPA	ESL2
ITH	MAYBELLE	SUE	US	ENG	ABE
	SUE	ELLEN	US	ENG	ABE
OTTER	JESSE	L	US	ENG	GED
Y	MARGIE	Q	ENG	ENG	DIP

BEST COPY AVAILABLE

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                          PRE-POST TEST REPORT

 SORTED BY       LNAME        TEST A    TEST B     GAIN1     TEST C    TEST D    GAIN2
-----------    ---------      ------    ------    -------    ------    ------    -----
 UILAR         ELENA             186       194       8.00
 IGGS          JOE
CESHMATI       ALI
CHI            PAU
CORTEZ         FRANCES           175       188      13.00
GARCIA         RICHARD           165       185      20.00
GONZALES       FRANCIS           225              -225.00
HOANG          ELSE              215       222       7.00
JOHNSON        RALPH             200              -200.00
JONES          BOBBI             225       245      20.00
LOPEZ          RAMONA            220       230      10.00
MONTGOMERY     JUNE              175       190      15.00
MOYA           CARLOS            220       250      30.00
RAHIM          ARMAD             230              -230.00
SILVA          ANGELINA          195              -195.00
SMITH          MAYBELLE          197       203       6.00       207       215     8.00
               SUE

TROTTER        JESSE             230       255      25.00
WAY            MARGIE            230       255      25.00
```

```
                          TESTING INFORMATION

 SORTED BY        LNAME        TEST A     TEST B     TEST C     TEST D       DATE
-----------    ----------      ------     ------     ------     ------     --------
AGUILAR        ELENA           186        194                               9/12/85
BIGGS          JOE                                                          3/12/86
CESHMATI       ALI                                                          9/10/86
CHI            PAU
CORTEZ         FRANCES         175        188                               9/3/86
GARCIA         RICHARD         165        185                               10/15/83
GONZALES       FRANCIS         225                                          10/13/86
HOANG          ELSE            215        222                               6/12/85
JOHNSON        RALPH           200                                          3/12/84
JONES          BOBBI           225        245                               2/10/86
LOPEZ          RAMONA          220        230                               2/6/84
MONTGOMERY     JUNE            175        190                               9/12/86
MOYA           CARLOS          220        250                               3/15/86
RAHIM          ARMAD           230                                          12/5/86
SILVA          ANGELINA        195                                          3/4/86
SMITH          MAYBELLE        197        203        207        215         9/12/85
               SUE                                                          9/9/86

TROTTER        JESSE           230        255                               2/15/86
WAY            MARGIE          230        255                               4/3/87
```

TRS80 III OR IV--SPECIFIC DIRECTIONS

The Profile Program for TRS80 was used to create the formats. Users will need a copy of this program. The following specific information will be helpful in using the data diskette included. Refer to the Profile manual for program directions.

Now you are ready to use the diskette in order to enter the information of your students. Turn on the switch. Insert the diskette with the notch to the left. Press the orange button.

You'll see TRS-80 Logo and copyright information. It asks you for the date - Enter date - Press enter. It asks you for the time - Enter time - Press Enter or just Press Enter.

You'll see TRS-80 Ready

Type RM - Press Enter

You'll see "the menu". To enter information type 3 (Inquire, etc.)

You'll see "Enter file name".

Type CASAS, press Enter.

You'll see "Enter Screen Number".

Type 1, press Enter.

You'll see Record Number.

The diskette has been programmed for 50 files for you to practice. Later you can expand the files to accomodate your student population.

Type 1, press Enter.

The file appears on the screen. To start entering the information type U (update) and press Enter.

An arrow appears at the point where you should start typing the information. Always start where the arrow starts.

The files are in two segments. Segment one contains FIELDS one through nineteen; segment two contains FIELDS 20 through 26 and it still has 28 positions in case you would like to add other necessary FIELDS.

This information is important because the program will only scan or sort information by fields one through nineteen. All the information contained in the file will be seen on the screen and may be printed, but you cannot sort or scan by fields 20 through 26.

When you have entered all the information press CLEAR to record it.

If you are pleased with it, go on to the next record, you may do so by moving the Keyboard arrow pointing down.

If you need to change information all you have to do is recall that record and by pressing U make the changes necessary. Do not forget to press CLEAR to record it.

Printing Reports

When you are ready to print reports, go back to the menu and enter Selection 4 (print reports). You'll see Enter file name. Type CASAS - press ENTER.

You'll see ENTER FORMAT number.

Remember you have four choices.

Let's practice with Format 1.

Type 1, press ENTER.

You'll see ENTER PASSWORD. Type DORSEY - press ENTER.

You'll see the numbers and headings of 19 fields. Let's say that you want the report in alphabetical order. Type 1. You want to sort the whole field so just press ENTER. For now, select all records. Later you might choose to review only those of Ethnic Group 3 or those who are going into welding, the possibilities are enormous.

APPLE II SERIES

Program: PFS file, PFS Report 3.3. Software Publishing Corp. 1984.

Drive 1: PFS file

Drive 2: CASAS Data diskette.

File name: CASAS

Note: Use good quality double density diskettes with PFS

The main menu is displayed when the file program is inserted into the computer, whenever you complete a function and whenever ESC is pressed.

WARNING: Do not remove the file program diskette from the drive unless the main file menu is displayed on the screen. Removing it at other times may damage the data on the file.

The main control keys (commands) for PFS: File are:

CONTROL: use with other keys to to give special instructions to File (abreviated CTPL.)

CONTROL C: tells File to begin (or continue) a function such as add a record to the file

ESC: cancels the current function and returns to the Main Menu

RETURN: moves the cursor to the beginning of the next line.

TAB: moves the cursor to the next item on a menu or form

OPEN APPLE TAB: returns the cursor to the previous item on a menu or form

ARROWS: moves the cursor one space in the direction shown by the arrow.

DELETE: deletes the character left of the cursor.

CONTROL N: brings up the next page of the form to be filled in

FILE FUNCTIONS

#1 - DESIGN a file. This does not need to be used as a form has been designed for your use.

#2 - ADD. This selection or function is used to store information in a file. You can enter data in a file by filling in the form that is already designed.

WARNING: If you press ESC before you store a filled-in-form, the information entered into that form is lost.

WARNING: You must complete the ADD function and return to the Main Function Menu before putting in another diskette. If you change diskettes while still in the ADD function, you may damage the data on your diskette.

NOTES: A form may have a maximum of 32 pages. An asterisk to the right of the page means there are additional pages to a form.

Percent full tells you the amount of space you have used from your file. At 60-65 percent full start a new disk. This leaves you enough space (memory) to add more information to each student's record.

3) COPY. Use this option when you need to make a copy of the blank form, selected student records or the whole diskette.

4) SEARCH/UPDATE Use the Search/Update function to search through files, find desired forms, and display them on the screen.

You tell File what forms you want to find by filling in a form called RETRIEVE SPEC.

File can search for forms based on retrieve specifications you enter in any combination of items on any page of the retrieve spec form.

Retrieve specifications must be constructed as follows:

characters (letters or numbers)	FULL ITEM MATCH
characters. .	PARTIAL ITEM MATCH - ignore beginning

For the fastest possible retrieval, use a full item match in first item of your form.

If no retrieval specifications are entered, File finds and displays every form in the file.

CTRL O: Prints a copy of the form displayed on the screen

CTRL R: Removes (deletes erases) form displayed from the file.

5) PRINT: Use the PRINT function to print a copy of all or part of the information in a FILE.

PRINT Has two options:

1. Use Print Forms to print a copy of all or part of a form.
2. Use Define Print Spec to create a set of print specifications and store them for repeated use (maximum number eight.)

Five predefined print forms have been designed for your use.

See Atachments for report formats.

Sortworks must be in drive 2 for PFS report to sort.

6) REMOVE. This choice erases/deletes student records (forms) from the memory.

The PFS:file manual should be used for more comprehensive explanations.

Workshop Model

for

Vocational Instructors

Title: WORKSHOP FOR VOCATIONAL INSTRUCTORS OF LIMITED ENGLISH PROFICIENT STUDENTS.

Target Audience: Vocational instructors.

Timing:	Overall	5 hours	
	By Section	Cultural Awareness	2 1/2 hrs.
		Language Awareness	2 1/2 hrs.
		(May be presented together or separately)	

Format: Workshop or individualized

Pre-requisites: none

MATERIALS

HARDWARE	OTHER MATERIALS	HANDOUTS	TRANSPARENCIES
Overhead projector	Blank overheads/pens Cultural awareness Activities sheets Vocational texts	Masters Included	Masters Included

Preparation:

1. Prepare slips for tasks 1 and 2
2. Prepare transparencies
3. Duplicate handouts
4. Request participants brings texts if doing language awareness section

Workshop objectives

At the end of this workshop, participants will be able to:

1. Acknowledge the value systems limited English proficient students hold are largely dependent on their native culture.
2. Describe standard American culture traits.
3. Adapt material for oral presentations to LEP students.
4. Adapt demonstration techniques for LEP students.
5. Simplify written materials for LEP students.

WORKSHOP FOR VOCATIONAL INSTRUCTORS OF LIMITED ENGLISH PROFICIENT STUDENTS

MATERIALS	WORKSHOP OUTLINE	ESTIMATED TIME
	I. INTRODUCTION/OVERVIEW	15 MIN.
	A. Focus of Workshop	
H-1, T-1	B. Outline	
H-2, T-2	C. To vocational Instructor	
T-3	D. Clarify objectives/timeline	
	II. CULTURAL AWARENESS	2 1\2 hrs.
T-4	A. Why discuss?	
H-3, H-4	B. Awareness activities	
H-5	C. Cross cultural analysis	
H-6, H-7	D. Perspectives of Mainstream America	
T-5, H-8	E. Focus on LEP students	
T-4	F. Section Summary	
	III. LANGUAGE AWARENESS	2-2 1/2 hrs.
T-6	A. Introduction	
H-9	B. Adapting original material	
H-10	C. Teaching specific skills	
H-11, H-12, T-7	D. Simplifing written material	
T-3	E. Summary	

Materials	Facilitator's Annotated Outline
	I. INTRODUCTION/OVERVIEW
	A. State focus of workshop is to assist vocational instructors of limited English proficient students to provide effective instruction to their students. The workshop participants will be active contributors during the session. State that the vocational instructor's ability to bridge the cultural and language gaps is likely the most important factor in helping LEP students adjust to their learning environment. It is also, probably, the most challenging aspect of any vocational program which includes LEP students.
	B. Outline
T-1	1. Display outline and handout.
H-1	2. Point out workshop addresses two main focus areas: cultural awareness and language awareness.
	3. Review time structure.
	C. To the vocational instructor
T-2, H-2	1. Distribute and quickly review together.
	2. Discuss statements. Discuss any questions.
	3. State that by becoming aware of the special problems instructors can improve the learning environment of their students and thus, improve their chances for success.
	D. Clarify objectives/time line
	1. Ask if questions about focus? Time?
T-3	2. Display transparency, reinforcing concept of influence of instructor.

Materials	Facilitator's Annotated Outline
	I. INTRODUCTION/OVERVIEW
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	1. Ask if questions about focus? Time?
T-3	2. Display transparency, reinforcing concept of influence of instructor.

II. CULTURAL AWARENESS

A. Why discuss?

1. Discuss decision to address the issue.
Points of emphasis
- * Potential mis-communication avoided
- * Differences exist - not "right" or "wrong"
- * Focus on broad generalizations of cultural differences.
- * Individual differences exist within a culture's norm.

T-4 2. Display objectives of activities.

B. Awareness activities

H-3 1. Task 1

Estimating (Select appropriate Presentation technique)

a. Ask for individual "volunteers" to select impromptu topic and complete directions for group
OR
Divide whole group into sets of five. Give each group a set of tasks to complete.

b. Discuss participants reactions.
key points
- * Disorientation
- * Discomfort/frustration

C. Compare variety of participant response in coping or adapting to find a solution.

2. Task 2

H-4

Getting to know you:

   a. Divide participants into pairs. Distribute assignments so one is an A(interviewer), the other a B(interviewee).
   b. Tell participants they will have an opportunity to get to know each other better and not to show their instruction sheet to anyone else.
   c. Encourage participants to stand and move around for the activity.
   d. Allow 3-5 minutes for conversations.
   e. Ask "What happened?" Key point: report on observations. Not feeling or reactions. Cross cultural skill is ability to separate description from judgement.
   f. Ask "How did you react to your partner's style of communication?"
   g. Read each set of instructions to whole group. Ask which are closer to "American" Communication style.
   h. Ask participants to share examples of communication styles from personal experiences.
   i. Summarize statements and feelings stressing observation rather than judgment.

C. Cross cultural analysis

1. State this is an exercise to focus on "mainstream American" values and attitudes. It also gives participants a chance to look at their own values and attitudes in relation to those of the larger society. CAUTION: Complete introduction and follow-through are necessary with this exercise to avoid leaving participants with cultural stereotyped notions. Please review background notes carefully.

2. Task 3

    a. Distribute handout.
    b. Ask each participant to complete "self-ratings" first, then "American culture" column. Answers are based entirely on each person's perception of his/her own values. Allow about five minutes. H-5
    c. Divide group into smaller groups of 4-5 each.
    d. Instruct groups to try to reach a consensus as to what the mainstream value is.
    e. Encourage participants to support their ideas with examples or contrasting patterns from other cultures, if possible.

3. Follow-up discussion. Sample questions.

    a. How close were their self-rating to the "Mainstream American" culture rating? If not close, how do they explain differences?
    b. Did self-rating influence the choice of generalized American culture rating?
    c. Was it difficult to reach consensus? Why? Are some easier to rate than others?
    d. Which items are most relevant to them as educators?

Summary points

- It is possible to generalize about mainstream values of a culture.
- Within generalizations, there are still individual variations.
- In spite of the rating scale used in the exercise, cultural values should not be polarized.
- Values are inherently linked with communication styles.
- What a culture says it values (public image) and what it actually values may vary.

Additional activities: The other culture column could be used to look at a culture most participants are familiar with.

Materials	Facilitator's Annotated Outline (con't.)
	D. Perspectives of Mainstream America
H-6	1. Distribute "How We See Ourselves."
	2. Discuss agreement/disagreement of generalizations.
H-7	3. Distribute "How Others See Americans."
	4. Discuss in response to previous handout.
	E. Focus on LEP students
T-5, H-8	1. Display bullet form transparency and distribute handout.
	2. Review points with participants through dicussion. Ask participants to give examples where appropriate.
	F. Section summary
T-4	1. Review objectives.
	2. Closing comments/evaluation
	III. LANGUAGE AWARENESS
	A. Introduction
	1. Language as communication tool
	2. LEP students' language limitations
	3. Material and approach adaptions needed
T-6	4. Display objectives and review
	B. Adapting original materials
H-9	1. Distribute handouts.
	2. Review points. Discussing each. Items cover written materials, oral presentations and teaching strategies.

Materials	Facilitator's Annotated Outline (con't.)
	C. Teaching specific vocational skills to LEP students (guidelines)
H-10	1. Distribute handout
	2. Compare to current teaching patterns/techniques
	D. Simplifying written material
H-11, T-7	1. Distribute handout
	2. Review points, using transparency. Give examples as appropriate.
H-12	3. Soldering example of simplified text. Review both versions and techniques used to simplify.
	Task 4 Simplifying vocational material a. Each participant select a short selection from text currently being used. b. Rewrite the selection using techniques described and samples. c. Discuss ease/difficulty of task.
	4. Discuss ideas of sharing re-writing tasks.
	E. Summary
	1. Instructor as decisive factor in classroom for student success.
T-3	2. Closing comments.

SUPPORTIVE INFORMATION
SECTION I

INTRODUCTION/OVERVIEW

Over the past years, California has experienced (and continues to experience) an influx of immigrants from many countries, particularly Mexico, Asia, and more recently Central America. Many of the immigrants who come here do so because of political or economic turmoil in their own country. Often they have occupational skills which are unmarketable in this economy. Frequently they have little or no command of the English language.

The positive side of this picture is that these immigrants desire to work in order to provide for themselves and their families; but often they end up in they unskilled and low paying occupations. Sooner or later most immigrants realize that they need to learn or improve their English to be able to be hired for better paying jobs.

And so they come to adult programs, either on their own, brought in by relatives or friends, or referred by community agencies. Many adult English as Second Language (ESL) students go on to adult vocational programs. Often, Limited English Proficient (LEP) students don't have the time to master English before they enroll in vocational education classes.

In these materials, it is assumed that most vocational instructors have received as much training to help LEP students with their English as the majority of ESL teachers have received vocational skill training, which is to say, very little.

The vocational instructor's ability to bridge the cultural and language gaps is likely the most important factor in helping LEP students adjust to their learning environment. It is also, probably, the most challenging aspect of any vocational program which includes LEP students.

By becoming more aware of the special problems of the LEP students, vocational instructors can improve the learning environment of their students and, in so doing, improve their chance for success (Handout 2).

SECTION II

CULTURAL AWARENESS

A. Why discuss?
B. Activities
C. Cross Cultural Analysis
D. Perspectives of Mainstream America
E. Focus on LEP students
F. Section Summary

A. WHY DISCUSS?

Some time is needed to take something which is foreign to you and make it part of yourself. ESL teachers, at times, hear their students say: "I'm learning your language and your ways, but they are not me." What the students mean is that they have studied the English language and American ways; they are using them but they have not yet internalized them. All instructors who come in contact with LEP students need to be aware that many problems of communication or misunderstanding can be avoided before they even become issues if a consciousness of cultural differences exists. In A Guide To Culture In The Classroom, Muriel Saville-Troike states:

> "The most important steps in getting answers to the kinds of questions about culture. . . .are 1) recognizing that the beliefs, values, and behaviors which are questioned are part of culture, 2) being sensitive to the probability that there will be diverse responses whenever such questions are asked of people from different linguistic and cultural backgrounds, and 3) accepting the fact that there are no "right" or "wrong" answers--just differences."

Even though this presentation focuses on cultural differences, it is prudent to remember that individuals differ widely within a cultural norm.

B. ACTIVITIES

The way LEP students respond to questions and/or situations may appear unusual or wrong at times if they are judged according to an American set of references or value systems. We must remember that the students, having been raised in a different environment, may be acting from completely different sets of references. Therefore, if we want to understand LEP students, we shouldn't judge their responses in terms of our culture, but in terms of their own.

When an American finds himself/herself in a foreign country where no English is spoken, and where he/she doesn't know the culture, how does he/she feel? Tasks 1 and 2 are small attempts to simulate the disorientation or discomfort an American might feel. A variety of potential responses or coping strategies can be used in trying to reach solutions.

They may help you to appreciate the difficulties LEP students experience in their efforts to adapt to our systems—systems different from those they have lived with most of their lives.

After reviewing this section, participants will be more aware that:

- The value systems LEP students hold are largely dependent on their native culture.
- The differing value systems of LEP students can be—and often are—the cause of miscommunication between LEP students and instructors, or LEP students and fluent English speakers.

The included activities are designed to give participants:

- A feel for the process that LEP students go through when they are first exposed to our culture.
- A way to sort out views of self as an individual, views of other cultures, and views of "mainstream America."
- A look at some cultural traits of other cultures.
- a look at some cultural traits of Americans.

Activity #1 - Estimating. This task should be attempted without the benefits of a measuring tool, conversion tables or formulas that convert from the American system to the metric system. Participants should estimate dimensions as directed. Of course, mathematical formulas for calculations can be used, if known. (Handout 3)

Most people experience mild discomfort and disorientation during the above activity—unless they have already experienced the metric system extensively. It is but a tiny sample of the discomfort and disorientation that LEP students have been experiencing, and continue to experience, in trying to adapt to our language and our ways of thinking. These are, in many aspects, quite different from what they have been used to in their own native land.

Activity #2 - Getting To Know You

Directions: Divide all the participants into groups of two: A and B. They are to conduct an interview. A is the interviewer, and B is interviewee. Both A and B receive a slip of paper with their written instructions on it. Neither must reveal his/her instructions to the other. Both A and B should stand during the interview.

This activity is meant to make the participants more aware of cultural differences, especially when it comes to body language, space, and eye contact. (Handout 4)

Follow-up discussion and summary*

Every activity must be followed by a discussion or summary. The purpose of the activity may not be apparent without such a follow-up. The discussion might proceed as follows:

1) Elicit observations from members of each group. Ask, "What happened?" Many people find it difficult to simply report an observation without adding a feeling or reaction to what happened. If participants continue to do this, remind them that an important cross-cultural skill is the ability to separate description of an event from interpretation or judgement of that event (the latter may be culturally biased). It may be necessary to point out that one may not immediately understand a person's style of communication and may conclude incorrectly what the motives behind a person's intentions are.

2) After participants have given their observations, ask, "How did you react to your partner and the communication? How did you feel about it?" At this point, it is helpful to have an assistant record people's feelings and reactions on a board or flip chart so that the comments may be referred to later. Comments may be similar to the following:

   "I didn't feel like myself when communicating with my partner."

   "I wanted the conversation to end. . ."

   "I felt frustrated. . ."

   "I couldn't do what I was instructed to do. . ."

3) Have one person from each group read the set of instructions to the rest of the group. Explain that the instructions are based on fragments of communication styles of various cultural groups. Ask the participants which set of instructions seem most closely associated with an "American" communication style (e.g., direct eye-contact).

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* Activity follow-up used with permission from California Cultural Awareness Guide China Town Resources Development Center San Francisco, 1984 Available from DNAE, 1575 Old Bayshore Hwy, Burlingame, CA 94010 (800) 672-3494.

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4) Ask participants to share examples of verbal and nonverbal style differences that they have observed or experienced. Present a few anecdotes exemplifying incidents of differing communication styles.

5) Summarize the activity by reading participants' feelings and reactions recorded on the board or flip chart. Conclude with a few final remarks about the relationship between people's reactions in the simulation and their reactions to different styles of communication in real life.

Note:

This activity may take anywhere from 20 minutes to one hour. It is up to the workshop leader to decide when to cut off discussion and when to summarize the activity. There is often a temptation to let things "drag on." This is counterproductive. Sometimes it is best to end an activity once the main points have been made.

Alternate activity--American Elevator Etiquette

Our culture permeates every nook and cranny of our daily lives. To demonstrate this, conduct the following experiment next time you get the opportunity:

1) Enter an elevator with the intention of traveling several stories in either direction.

2) Smile and introduce yourself to the first person you see. (Shake his/her hand, too, and do not let go). Get to within four inches of the other's face.

3) Continue by starting up a conversation which has the potential of becoming a long and involved discussion. (nothing light like, "How's the weather suit you?", or "What time is it?")

4) Face the back of the elevator. Try to make eye contact with everyone.

5) "Brush" every "body" you see.

QUESTIONS:

1) Have you breached some sort of unwritten code of conduct? If yes, how did you find out that you did?

2) The other people in the elevator treated me as if I were. . . (complete the sentence).

3) How do you think the others felt?

4) How did you feel?

Cross-Cultural Analysis Exercise*

Despite the tremendous cultural, racial, ethnic and religious heterogeneity in the United States, certain trends, norms, values and attitudes characterize the mainstream culture. This activity focuses on "mainstream American" cultural traits and gives workshop participants the opportunity to look at their own values and attitudes in relation to those of the larger society.

Procedure: (Handout 5)

1) Participants fill out "self ratings" first. These are based entirely on their perception of their own values. Allow approximately 5-7 minutes for this. A brief discussion of self ratings will take place in the follow-up to the activity.

2) Divide the group into several smaller groups of approximately 5 people each.

3) Instruct the groups to try to reach a consensus as to what the mainstream value is. Two approaches may be used:

    a. Group members try to reach a consensus on every point.

    OR

    b. Group members concentrate less on the task of reaching a consensus, and instead focus on the discussion of the issues.

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*Description from California Cultural Resource Guide used with permission. Guide available from DNAE, 1575 Old Bayshore Hwy, Burlingame, CA 94010 (800) 672-3494.

4) Decide whether finishing the exercise (i.e., completing all the items) is necessary or whether participants should treat each area in depth. Let the participants know what your priorities are, or have them decide how they will proceed with the exercise.

5) Encourage group members to support their ideas with examples and whenever possible, to think of contrasting patterns from other cultures.

Follow-up to Cross-Cultural Analysis Exercise: It is essential that this exercise be properly and fully summarized and that ample time be given to the follow-up. The exercise may be summarized in one of two ways (or a combination of the two) depending on the way participants were instructed to complete the exercise (see procedure #3, a and b above). If group members were instructed to reach a consensus on every point, the following procedure is appropriate:

1) Focus on the content of the group discussions, finding out what each group decided and why (i.e., the rating and the rationale for the rating).

2) If the group choices were not consistent, find out why. What variables did each group consider (e. g., class, age, sex, profession, etc.)?

3) Discuss other cultures with which participants are familiar. Identify areas where there might be conflicts of attitudes or values, and ways that such conflicts might be manifested.

4) Ask participants to compare their own ratings with the group consensus ratings. Discuss differences in ratings and reasons for such differences.

Using the above procedure, the discussion leader can guide participants to focus on areas of culture—family relationships, perception of time, relationships with authority figures, and so on. The following procedure focuses on what happened in the small group discussions (i.e., the process of the task and not the end result).

1) Ask the participants how close their self ratings were to the generalized American culture ratings. If they were not close how might the distance be explained?

2) Find out whether the self-ratings influenced the choice of the generalized American culture ratings.

3) Ask participants whether it was difficult to reach a consensus. If so, find out why. Was it easier to rate certain items over others?

4) Ask participants what variables may have influenced the ratings (e.g., age, sex, ethnic background of participants).

5) Put group ratings on the board or on a flip chart if participants are interested in knowing what the other ratings were.

6) Ask the group if they discussed other cultures' differing values and attitudes. If so, how might the differences manifest themselves in terms of communication with Americans?

7) Ask the group to specify which items were most relevant to them as educators, employers, etc. Which items might be useful to use in teaching/training sessions with students and employees?

Summary to Exercise and Discussion: A clear and concise summary of the purpose and outcomes of the activity can tie together a discussion which may have covered a number of areas. Several points are worth reiterating at the close of this activity.

- It is possible to generalize about mainstream attitudes and values of a culture and to be able to say what is, for example, "American" about the United States, "French" about France, and "Vietnamese" about Vietnam.

- Despite generalizations that can be made about culture, there is often individual variation. Knowledge of generalized mainstream norms should not limit one's understanding of people from different cultures. Broad characteristics in a particular culture should aid as guidelines to understanding that culture, but should not be viewed as absolute predictors or prescriptions of behavior.

- A wide range of behavior exists in all cultures, but in homogeneous societies (which are often characterized by conformity) there is more consistency of values and attitudes. It is a more difficult task to determine mainstream norms in a heterogeneous society such as the the United States.

- Despite the structure of the exercise, it can be misleading to assign numerical ratings to values and attitudes. Human behavior, fluid in nature, changes and varies within one society. The exercise should not leave participants with the perception that cultural values can be polarized (e.g., the U.S. is future oriented; Vietnam is past-oriented). These types of absolutes do not enrich understanding, but instead encourage simplistic generalizations.
- The study of values and attitudes is most meaningful in a cross-cultural context when tied to people's behavior and communication style. The emotional content of communication is often related to people's underlying values and attitudes which strongly influence their verbal and nonverbal patterns of behavior.
- A culture may have an "idealized image" of itself and may project that image to others. What a culture says it values and what it actually values can vary greatly. Values do not describe behavior; rather, they judge behavior, inculcating a sense of right and wrong and good and bad.

D. PERSPECTIVES OF MAINSTREAM AMERICA

How do Americans see themselves? How do people from other cultures view Americans? Included are viewpoints attributed to both perspectives (Handouts 6 and 7). Discussions can focus on agreement or disagreement with these pictures of the underlying principles upon which Americans think and act.

E. FOCUS ON LEP STUDENTS

(Handout 8)

F. SUMMARY

"Walk a mile in someone else's shoes", it is said, "and you'll understand that someone better". The cultural awareness section of this project has been an attempt to get you to walk in the shoes of your LEP students for a little while. The Objectives were to:

- get you to remind yourself constantly that your LEP students, having a different cultural background, and different value systems, may react and behave differently than American-born students under a given set of circumstances.
- help you minimize or eliminate (when dealing with LEP students) those miscommunications which are caused by a lack of understanding of each other's cultural background.

If these concepts are considered on a continuing basis, LEP students will attain a greater degree of success in the instructional program. In turn the instructor will feel a greater accomplishment, a feeling of a job well done.

SECTION III

LANGUAGE AWARENESS
- A. Introduction
- B. Adapting Original Materials/Presentations
- C. Teaching Specific Skill
- D. Simplifying Written Materials
- E. Summary

A. INTRODUCTION

Language, as we know, is a tool for communication. If the recipient of a communication (lesson, lecture, direction. . .) is not properly equipped with the tool (language skills), there may be no communication or, at best, poor communication.

LEP students in vocational education classes are often improperly equipped. They don't have enough time. Sometimes they don't have sufficient prior education to learn English easily.

Vocational instructors realize that LEP students often get lost and/or discouraged when they have to compete in a class with students for whom English is a native language. What is needed for LEP's is an adaptation of approach and material which will create a supportive learning environment. This section focuses on guidelines to simplify and/or adapt original materials for LEP students.

After completing this section, participants will be able to:

- -Simplify/adapt materials for oral presentations to LEP students.
- -Adapt demonstration techniques to make them more appropriate for LEP students.

In order to accomplish the objectives participants will:

1. Look at some guidelines to simplify and/or adapt original materials for LEP students.
2. Look at some guidelines to teach LEP students specific skills they must perform.
3. Look at some guidelines to simplify written material for LEP students.
4. Look at an example of materials that has been simplified for LEP students.

The participants should be reminded again that, in order to give LEP students a chance to succeed, the vocational instructor must modify his/her teaching approach. He/she must take an adaptive approach to the situation.

B. ADAPTING ORIGINAL MATERIALS

The guidelines are primarily for oral language i.e. lectures, directions or demonstration. (Handout 9)

C. TEACHING SPECIFIC SKILLS

These are guidelines for applied performance type activities when the students actually perform some activity under the direction of the instructor or supervisor. (Handout 10)

D. SIMPLIFYING WRITTEN MATERIALS

The guidelines should be read carefully ahead of time by the facilitator so that he/she will be ready to clarify points that are not understood. Some guidelines might be best explained by giving one or two examples.

The final handout contains an example of simplified materials. The original text is followed by a simplified version.

Activity: Practicing by Simplifying/Modifying a passage out of a text:

When announcing the workshop, the facilitator should ask the workshop participants to bring material they use in their own classes.

After presentation of the examples in Handouts 11 & 12, the participants can practice putting the guidelines to use in a pratical way by simplifying/modifying a passage from the material they use in their own classes. They can do this under the guidance of the workshop facilitator. After working on their own material, the participants can form small groups to critique each other's work and make suggestions. The workshop facilitator can select one or two participants who will present the result of their efforts to the whole group. They should present both the original version and the simplified version so that the participants can compare.

Rewriting material can be a lot of work. However, if the same material is used in class semester after semester, the re-writing only need be done once. ESL instructors are a potential source of help in the re-writing task.

E. SUMMARY

As Dr. Ginott stated, the instructor is the decisive element in the classroom. It is his/her personal approach that creates the learning climate.

HANDOUTS

H-1	Outline
H-2	To the Vocational Instructor
H-3	Estimating
H-4	Getting To Know You
H-5	Cross Cultural Analysis
H-6	How We See Ourselves
H-7	How Others See Americans
H-8	Focus on LEP Students
H-9	Adapting Original Materials/Presentations
H-10	Teaching Specific Vocational Skills to LEP Students (guidelines)
H-11	Simplifying Written Materials
H-12	Simplifying Written Materials - Soldering

TRANSPARENCIES

T-1 Outline

T-2 To the vocational instructor

T-3 Haim Ginott quote

T-4 Objectives - cultural awareness

T-5 Focus on LEP students

T-6 Objectives - language awareness

T-7 Simplifying written Materials.

Guide for Vocational Instructors Outline

I. Introduction/Overview

II. Cultural Awareness

  A. Why discuss?

  B. Activities

  C. Cross Cultural Analysis

  D. Perspectives of Mainstream America

  E. Focus on LEP students

  F. Section summary

III. Language Awareness

  A. Introduction

  B. Adapting original materials/presentations

  C. Teaching specific skill

  D. Simplifying written materials

  E. Summary

TO THE VOCATIONAL INSTRUCTOR

About you, the vocational instructor, several things are known:

- You are a content-area instructor, well versed in your subject area, and primarily concerned with imparting the knowledge of your discipline.
- You are already very busy with a full load of responsibilities.
- You want all of your students to succeed.

About your LEP students, several things are assumed:

- They are interested in the occupational training you provide, and that interest has been demonstrated by enrolling in your program.
- They have demonstrated the minimum level of English proficiency established as standards locally for entry into your program.
- Their English proficiency skills may be below those of your native English speaking students.

CULTURAL AWARENESS ACTIVITY #1-Estimating

-------------------------------cut here-------------------------------

Estimate the floor surface of this room, in square meters.

-------------------------------cut here-------------------------------

Estimate the volume of this room in cubic meters.

-------------------------------cut here-------------------------------

Estimate the distance between your town/city and a fairly distant city, in kilometers (for example, the distance between Sacramento and San Francisco, or between San Diego and Los Angeles.

-------------------------------cut here-------------------------------

Estimate the temperature of this room, in Celsius/Centigrade degrees.

-------------------------------cut here-------------------------------

Estimate the temperature outside this room, in Celsius/Centigrade degrees.

-------------------------------cut here-------------------------------

CULTURAL ACTIVITY #2-GETTING TO KNOW YOU

--------------------------------cut here--------------------------------

"A" slip (interviewer)

Choose a very controversial topic involving religion, politics, abortion, the use of drugs, etc. . . , and ask questions of "B" until you get his/her opinion on the subject. Use a lot of gestures and touch "B" once in a while. Make sure you constantly look "B" straight in the eye (but please don't take this activity so seriously that you will want to get violent).

--------------------------------cut here--------------------------------

"B" slip (interviewee)

Be calm and composed during the interview. Speak softly; look away from the interviewer at all times. When asked for your opinion about a subject, discuss both sides of the issue without taking a firm position one way or the other. Be sure to take time to think your answers very carefully (maybe 5 seconds) before responding to the questions from the interviewer. And never look directly at the interviewer.

Uesed with permission by Intercultural Press, Inc., "Speaking Without Speaking" in A Manual of Structured Experiences for Cross-Cultural Learning, William H. Weeks (ed.), 1977 pages 74-75.

CROSS-CULTURAL ANALYSIS

A

	SELF	AMERICAN	OTHER CULTURE
1. Attitude toward life: Basically good — Willing to sacrifice individual for welfare of group 1 2 3 4 5 6 7 8 9			
2. Attitude toward science, technology, and machines: Highly valued — People more important 1 2 3 4 5 6 7 8 9			
3. Attitude toward time: Present success & satisfaction important — Present success & satisfaction not important 1 2 3 4 5 6 7 8 9			

CROSS-CULTURAL ANALYSIS (con't)

A

	SELF	AMERICAN	OTHER CULTURE
7. Attitude toward women: Inferior to men — Equal to men 1 2 3 4 5 6 7 8 9			
8. Style of communication: Polite, vague, indirect — Frank, open direct 1 2 3 4 5 6 7 8 9			
9. Attitude toward strangers: Complete distrust — Great hospitality 1 2 3 4 5 6 7 8 9			

CROSS- CULTURAL ANALYSIS

A

	SELF	AMERICAN	OTHER	CULTURE
4. Attitude toward achievement: Goal and accomplishment-oriented — Human relations-oriented 1 2 3 4 5 6 7 8 9				
5. Attitude toward work: Work to live — live to work 1 2 3 4 5 6 7 8 9				
6. Attitude toward group or family: A man's only real loyalty — Other relationship more important 1 2 3 4 5 6 7 8 9				

CROSS- CULTURAL ANALYSIS (con't)

A

	SELF	AMERICAN	OTHER	CULTURE
10. Attitude toward value of experience: Learn by mistakes — Mistakes should be avoided at all costs 1 2 3 4 5 6 7 8 9				
11. Attitude toward "change": possible with effort — impossible to achieve 1 2 3 4 5 6 7 8 9				

CROSS-CULTURAL ANALYSIS
B

	SELF	AMERICAN	OTHER CULTURE
1. Attitude toward problem solving: rational, logical — instinctive, impulsive 1 2 3 4 5 6 7 8 9 man's duty — God's Province 1 2 3 4 5 6 7 8 9			
2. Attitude toward status, rank, and Education: Based on heredity & seniority — Earned by ability and hard work 1 2 3 4 5 6 7 8 9			
3. Attitude toward control of one's environment: Self-determination — Fatalistic 1 2 3 4 5 6 7 8 9			

CROSS-CULTURAL ANALYSIS (con't.)
B

	SELF	AMERICAN	OTHER CULTURE
6. Attitude toward meeting commitments (appointments, schedules, etc.): Casual, little concern — Great concern 1 2 3 4 5 6 7 8 9			
7. Attitude toward inefficiency and red tape: A necessary inconvenience — Unnecessary & intolerable 1 2 3 4 5 6 7 8 9			
8. Concern for status: Complete indifference — Great concern 1 2 3 4 5 6 7 8 9			

CROSS CULTURAL ANALYSIS

B

	SELF	AMERICAN	OTHER	CULTURE
4. Attitude toward relationships to other: Meeting individual needs — Group needs more important than individual needs 1 2 3 4 5 6 7 8 9				
5. Attitude toward authority: resentment, rebellion — Valued, respected 1 2 3 4 5 6 7 8 9				

CROSS CULTURAL ANALYSIS (con't)

B

	SELF	AMERICAN	OTHER	CULTURE
9. Attitude toward maintenance of classroom discipline: Very strict, reliance on punishment — Very permissive, reliance on student responsiblity 1 2 3 4 5 6 7 8 9				
10. Attitude toward responsibility: Self-directed takes initiative — Other-directed waits for orders 1 2 3 4 5 6 7 8 9				

Used with perssion by Intercultural Press, Inc., "Cross-Cultural Analysis Exercise" from Intercultural Sourcebookk: Cross-Cultural Training Methodologies, David Hoopes & Paul Ventura (eds), 1979 pages 162-167

HOW WE SEE OURSELVES[*]

- Americans are accustomed to many things which are considered luxuries in other countries.
- Americans believe that, in large part, they can create their own destiny; a person can achieve that for which he is willing to plan, sacrifice, and work.
- Americans are competitive, aggressive and admire those who achieve success through hard work.
- Americans of all social classes engage in physical labor.
- Americans emphasize looking, acting and feeling young. Elderly are often cared for in nursing homes rather than by their families.
- Most American families are nuclear, consisting of only the parents and children. (changing)
- Americans are accustomed to great freedom of choice, movement and expression. The people can limit government control.
- Americans are very mobile. They think nothing of moving thousands of miles if their job requires, leaving family and friends and making new friends quickly and easily.
- Americans consider themselves independent. They want to make their own decisions and enjoy recognition for individual achievement.
- Americans are informal and usually outgoing. They frequently call people by their first names. Social manners are generally informal.
- Americans have relatively little respect for inherited rank or authority. They think a person should "earn" his/her right to rule.
- Americans are frank and outspoken. They consider it a sign of honesty to speak candidly.

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[*] Developed by Language Intercultural Research Center, Brigham Young University, Provo, Utah.

HOW OTHERS SEE AMERICANS*

CARELESS— with dress, possessions, time, money, rules, manners, ceremonies, nature, relationships, politics.

GENEROUS/HOSPITABLE—as neighbors, as friends in time of need.

SELF-INDULGENT—pursuing material happiness.

SENTIMENTAL/ROMANTIC—prone to extremes in emotional expression, open.

MATERIALISTIC—ambition and success seem paramount.

CONFIDENT AND SELF-CONFIDENT--tendency to be brash.

COMPLACENT YET ARROGANT.

COLONISTIC—disregard for other systems, overly proud of own system.

COMPETITIVE YET EQUALITARIAN—class and rank may be temporary, no real aristocracy.

RESOURCEFUL—lovers of common sense and results, inventions, and flexibility, now oriented.

INDEPENDENT AND DIFFERENT—feel of being unique, resistance to conformity.

TIME CONSCIOUS—because of the work ethic. Lateness to an appointment is viewed as inefficiency and as an indication of lack of concern.

ROLE OF RELIGION--in American culture differs from many others. Although a majority of Americans belong to a church, attendance is generally sporadic. Americans also have few religious holidays compared to many other cultures.

IN PERSONAL RELATIONSHIP—it is important for the teacher to realize that America is comparatively a non-contact society. Kissing or embracing is reserved for family or very close friends. Other than handshakes, Americans do not like strangers to touch them. Strangers often let their eyes meet, however in America it is considered rude to stare.

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* Developed by Language Intercultural Research Center, Brigham Young University, Provo, Utah.

FOCUS ON YOUR LEP STUDENTS*

- * Don't make assumptions based on the facial expressions of the foreign-born. Many people of other cultures have different ways of showing their emotions. Example: In this country, we expect the person we're speaking to to look straight at us. In some countries, it is considered a sign of disrespect to look directly at a person of authority (a teacher, for example).

- * Try to reverse a situation by mentally putting yourself in the student's place and viewing activities from his/her perspective. Example: Try to write from right to left. Perhaps you'll appreciate better the process Arab students experience when they start writing from left to right.

- * Remember that many foreign-born individuals can read and write in English although they may not speak English well.

- * It is a mistake to judge a non-English speaker as uneducated or ignorant. Example: You may discover that the same student holds a university degree from his/her native country.

- * Don't be put off by people who are "too different". Studies have shown that we tend to like to be around people who are similar to us more than we like those who are dissimilar. Yet, we can probably learn more from people who are dissimilar.

- * Don't "back-off" when a student is talking to you; he may think you are unfriendly. Cultures have different space limits.

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* Adapted from manual by Truckee Meadows CC, University of Nevada.

ADAPTING ORIGINAL MATERIALS FOR LEP STUDENTS*

Suggested guidelines to Simplify and/or Adapt Original Materials or presentations for LEP Students.

- Present only one concept at a time.
- Do not dilute the concept but do simplify your presentation of it.
- Try to limit yourself to relevant information. Stick to what students really need to know.
- Isolate key vocabulary and key verbal functions (disagree, agree, explain, ask for materials, etc. . .)
- Use simpler, more concise, more direct language when addressing your LEP students.
- Accompany your language with relevant motions or gestures that may improve comprehension. Act out, pantomime what you want to convey. Be sure your gestures are synchronized with what you're emphasizing.
- Stay away from slang, euphemisms, colloquialism, idiomatic expressions, imagery. Use common everyday English words.
- Use appropriate visual aids whenever possible. Remember "One picture is worth a thousand words".
- Use repetition. Use a wide variety of examples when a word, expression or concept is not clear.
- When un-clear, do not repeat exactly the same thing. If the LEP student did not understand the message the first time, chances are he/she will not understand it when it's repeated exactly the same way. A better approach is to use completely different words to explain what you were trying to say. Use examples.
- Remember that it is easier to learn a new word for a given meaning than it is to learn a new meaning for a given word. In other words, if a concept is understood, it's easier to put a label to it than to give a label a new definition.
- Avoid YES/NO questions. Many LEP students will always say YES to any question. Often students will say YES because they think that's what you want to hear and they don't want to disappoint you.
- Ask content questions. Ask questions that require the students to restate what you have told them. The same goes for directions. Ask the students to repeat directions rather than asking if they have understood.

* When using a demonstration, try to plan lessons so students can practice the demonstration (go through the same steps the instructor did) during the same class session.

* Avoid raising your voice when a student does not understand (the student is probably not deaf). Avoid distorting the language sounds, especially the pronunciation and rhythm. Do not exaggerate pronunciation.

* Do remember the ESL instructor. He/she can:

a. Assist with specific needs of LEP students in vocational classes, such as adapting vocational class materials to make them easier. The vocational instructor should make his/her materials available to the ESL instructor.

b. Demonstrate ESL teaching methods to the vocational instructors.

c. Help the students with pronunciation problems. Many LEP students may have a good knowledge of communication skills, but, because of bad pronunciation, cannot be understood.

* Adapted from "Pre-service Training Project for Vocational Teachers of Limited English Speaking Students, Part II - Language Awareness," Margaret Tomassi Kang, project director, Illinois State Board of Education, 1982.

GUIDELINES FOR TEACHING SPECIFIC VOCATIONAL SKILLS TO LEP STUDENTS

1. Describe what you are about to do, why you will do it and what will be the result.
2. As you show the skills being performed, describe again what you are doing.
3. Go through the operation verbally again, and have the students ask questions.
4. Describe hazards and show those problems or mistakes, which may occur while carrying out this task. Demonstrate the ways they can make sure that those problems and mistakes will not occur.
5. Have the students perform the task and describe what they are doing.

SIMPLIFYING WRITTEN MATERIALS FOR LEP STUDENTS

1. Repeat key ideas by consistently using the same words to refer to them. . . .do not use substitutions.
2. Reduce embedding (putting two or more ideas into one sentence). Make simple one concept or one idea sentences.
3. Use inherent grammatical redundancy of expectation. This simply means that certain words are expected to come after others: "mow" followed by "lawn". If you use the word "mow" in a metaphoric sense as in "I had to mow my budget last year", you tend to confuse the LEP student.
4. Reduce nominalization, the making of a verb into a noun.
5. Eliminate low-frequency words, colloquialism, jargon, euphemisms, abstractions, figurative speech, etc. Figurative speech and euphemisms carry innuendos that only a mature and fluent speaker of language can grasp in many cases.
6. Give concrete situational examples of abstract words.

* Adapted from Adaptation in Language Teaching by H. S. Madsen and J. D. Bowen, Newbury House, Publishers, Inc.

SIMPLIFYING WRITTEN MATERIALS—SOLDERING

Example #1: From the text ELECTRONIC ASSEMBLY, Jeremy Ryan. Reston Publishing, Reston VA, 1979.

BASIC RULES FOR SOLDERING THE ORIGINAL TEXT:

The following rules should be followed when soldering:

1. Clean the tip of the heated soldering iron by wiping it lightly on a Kimwipe, dry rag, or by using a sponge that has been moistened with water.

2. Prepare the soldering iron by applying flux and solder to the clean tip the moment it is hot enough to liquefy solder. This is called tinning the iron. The tinning action coats the tip with solder and protects it from oxidation. A spot of solder is left on the tip of the iron between uses to help keep the tip clean and prolong tip life.

3. Apply rosin-type flux only. When cored solder is used, the flux is applied automatically just before the solder liquefies because the flux in the core melts at a lower temperature than the solder. Additional flux is often used for best results.

4. Inspect terminals and wires for cleanliness and clean with solvent or lead cleaner.

5. Place the soldering iron tip of the terminal and immediately melt a small amount of solder at the point of contact. This forms a solder bridge through which the heat can flow more rapidly to the terminal.

6. Attach the wire or wires to the terminal in a manner suitable to the type of terminal used.

7. When the terminal reaches the melting temperature of the solder, apply more solder to the terminal (not the soldering iron). Do this quickly, melting as much as is needed without delay.

8. As soon as enough solder is applied, remove the solder and then the iron.

9. Finally, allow the connection to cool without movement until the solder solidifies. After all soldering is completed, the flux residue may be removed by cleaning with a solvent. Never scrape or wire brush to remove the flux residue since this would weaken the connection.

In this example, directions are simplified by:

- Removing background or explanation materials. While the background material is important for students to learn, it can be more clearly presented through visual materials, demonstrations, or lectures/ discussions.
- Limiting each direction to one step of the process. Multiple step directions are much more difficult to follow.
- Listing steps in chronological sequence as they would actually be performed.
- Using consistent vocabulary. Use the vocabulary you have taught the students.

HERE IS A SIMPLIFIED VERSION OF THE MATERIAL:

1. Heat the soldering iron.
2. Clean the tip with a Kimwipe, dry rag or moist sponge.
3. Tin the iron tip: apply flux and solder to the hot tip. Use rosin-type flux only.
4. Inspect terminals and wires to see if they are clean. Clean with solvent or lead cleaner.
5. Place the soldering iron tip on the terminal and immediately melt a small amount of solder at the point of contact.
6. Connect the wire or wires to the terminal. Use the method designated for the type of terminal you're using.
7. When the solder on the terminal starts to melt, add more solder to the terminal. Melt as much solder as you need. Do this quickly.
8. Remove the solder and then the iron.
9. Keep the connection still. Wait for the solder to solidify (become solid) before you let go of the wire.
10. Remove the extra flux with a solvent.

GUIDE FOR VOCATIONAL INSTRUCTORS OUTLINE

I. INTRODUCTION/OVERVIEW

II. CULTURAL AWARENESS

  A. Why Discuss?

  B. Activities

  C. Cross Cultural Analysis

  D. Perspectives of Mainstream America

  E. Focus on LEP Students

  F. Section Summary

III. LANGUAGE AWARENESS

  A. Introduction

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TO THE VOCATIONAL INSTRUCTOR

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- * You are already very busy with a full load of responsibilities.
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About your LEP students, several things are assumed:

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- * They have demonstrated the minimum level of English proficiency established as standards locally for entry into your program.
- * Their English proficiency skills may be below those of your native English speaking students.

T-3

I HAVE COME TO A FRIGHTENING CONCLUSION. I AM THE DECISIVE ELEMENT IN THE CLASSROOM. IT IS MY PERSONAL APPROACH THAT CREATES THE CLIMATE. IT IS MY DAILY MOOD MAKES THE WEATHER. AS A TEACHER, I POSSESS TREMENDOUS POWER TO MAKE A PERSON'S LIFE MISERABLE OR JOYOUS. I CAN BE A TOOL OF TORTURE, OR AN INSTRUMENT OF INSPIRATION. I CAN HUMILIATE OR HUMOR, HURT OR HEAL. IN ALL SITUATIONS, IT IS MY RESPONSE THAT DECIDES WHETHER A CRISIS WILL BE ESCALATED OR DE-ESCALATED, AND A PERSON HUMANIZED OR DE-HUMANIZED.

DR HAIM GINOTT

NOTE: In the quote above, the word "person" has been substituted for the "child".

OBJECTIVES-CULTURAL AWARENESS ACTIVITIES

After doing the following exercises the participants will be more aware that:

- the value systems LEP students hold are largely dependent on their native culture.
- the differing value systems of LEP students can be, and often are, the cause of miscommunication between LEP students and instructors, or between LEP students and fluent English speaking students.

Through the activities, you are going to:

- get a feel for the process that LEP students go through when they are first exposed to our culture.
- begin to sort out
  - -your views of yourselves as individuals
  - -your views of other cultures,
  - -your views of "standard" American culture
- look at some cultural traits of other cultures.
- look at some cultural traits of Americans.

FOCUS ON LEP STUDENTS

* Don't make assumptions based solely on facial expressions

* Try to put yourself mentally in the student's place.

* Reading/writing and speaking competence may not be equal.

* Non-English speakers may be well educated

* Try to accept "difference"

* Define your space

OBJECTIVES—LANGUAGE AWARENESS

After doing the exercises in this section, you will be able to:

* Simplify/adapt materials for oral presentations to LEP students.
* Adapt demonstration techniques to make them more appropriate for LEP students.
* Simplify/adapt written materials for LEP students.

In order to accomplish that, you are going to:

* Review some guidelines to simplify and or adapt original materials for LEP students.
* Review some guidelines for teaching LEP students specific vocational skills.
* Review some guidelines to simplify written material for LEP students.
* Review an example of materials that has been simplified for LEP students.
* Practice what you have learned by simplifying/modifying some of your own material for your LEP students.

SIMPLIFYING WRITTEN MATERIALS

* REPEAT KEY IDEAS

* REDUCE EMBEDDING

* USE INHERENT GRAMMATICAL REDUNDANCY

* REDUCE NOMINALIZATION

* ELIMINATE JARGON

* GIVE CONCRETE EXAMPLES

Personal

Interest

Assessment

TEACHER'S GUIDE

KNOWLEDGE AREA Occupational Knowledge

ESTIMATED TIME 3 to 5 Hours

MODULE TITLE Interest Assessment

OBJECTIVES: By the end of this module, students will show, orally, in writing, or through demonstration that they are able to:

A. Identify selected factors that can lead to a satisfying job or career. (interests, abilities, working condition preferences)

B. Match categories of interest inventories with specific jobs and job skills.

C. Take and interpret a personal interest inventory for themselves.

D. Interpret the directions and complete the items from selected personal interest inventories.

E. Identify additional terms used with personal interest inventories and tell where they can get help with this type of assessment.

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ODE: ESL = English as a Second Language, RL = Reading Level, W = Writing, R = Reading,
L/S = Listening/Speaking, C = Computation, PS = Problem Solving

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
- E			Teacher gives Pre-Test	Pre-Test	90% Accuracy
			Affective Opener:		
		L/S PS	Teacher asks students what they should know about themselves before beginning a job training course for any of these jobs:		
A	There are many jobs and job training programs. A student needs to discover his/her interests or personality traits and preference to determine what job or job training to pursue.		-night shift factory worker -meat cutter -cosmetologist In the discussion bring out the importance of knowing what one's interests and preferences are. These questions should be asked: a) What would you like to do? b) What kinds of working conditions would you like?		

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
A		R L/S	-Teacher and students discuss the meaning of each vocabulary word after it is pronounced.		Students and teacher evaluate students' understanding of definitions through discussion.
		R	-Students make their own lists of words they find difficult and underline the parts they recognize. Lists are comprised of words which teacher has introduced and difficult words found later in the reading selection. Teacher or other student may pronounce difficult words for student.		
		R	-Teacher may read material to students who need auditory reinforcement.		
		R	-Students, in pairs, may read material.		Students evaluate their own and their partner's reading
		R	-Students may read silently.		

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
	Interest inventories help a student match his/her interests to the appropriate job. They facilitate career career decisions saving wasted time and training. Interest inventories are not graded tests.	R L/S	1. Class reads and discusses "Tom's Choices" on Handout 1. In the discussion talk about the following: -How many jobs are listed in your newspaper's classified ads? -Which of those jobs require training? -What vocational training programs are available in your area?	Handout 1 Local newspaper for classified ads	
			Suggested vocabulary and reading strategies to be used for the above handout and as needed for subsequent reading assignments.		
		R	-Before reading, teacher selects words that may be difficult and writes them on the board. Teacher pronounces the word as she/he underlines each part of the word. Students repeat the word after the teacher.		Students and teacher evaluate students' pronunciation of words

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
		R L/S	2. Direct students to cover the "B" column of H.O. 2. Tell them to read and answer the questions orally in the "A" column. They can check their answers with the answers they have covered as they go along.	Handout 2.	Students can answer the questions on H.O. 2 correctly
B-C	A very basic sample interest inventory can help students start thinking about their interests, working condition preferences, and abilities.	R W	3. Students check categories according to their interests and preferences as indicated on H.O. 3, "Your Choices." Then they write two paragraphs about their job likes and dislikes.	Handout 3.	Students can describe a few basic job choices they may have.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
B	The categories of interest inventories match certain jobs. It is important to understand how both interests and abilities play an important part in choosing a job or job training program.	R L/S PS	4. Class reads and discusses possible job choices for the interests described on H.O. 4, "Matching Interests and Jobs."	Handout 4.	Students can match jobs to the interests described.
B	There are certain job skills that also fit under job interest categories.	R,W L/S PS	5. Students follow directions on H.O. 5 "Matching Interests and Skills" to match skills to the interest categories that are described. Allow for variation in the answers. Go over the handout together.	Handout 5. (use teacher judgment for correct answers)	Students can match skills to the interests described.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
C	An interest inventory for job training or placement is an important first step in determining job/career choices.	R	6. Students complete the "Job Interest Inventory" on H.O. 6. (This handout was adapted from material in The Janus Job Planner listed in the bibliography. This book has many excellent inventories for other areas of student self-assessment.)	Handout 6.	Students can successfully complete H.O. 6.
		R,C	7. Students complete the bar graph on H.O. 7, "My Job Interests," basing the information on the numbers they circled on H.O. 7.	Handout 7.	Students can successfully complete H.O. 7.
C	Information from personal interest inventories can be helpful in determining job areas.	R	8. Students interpret their job interest inventories by reading the job areas on H.O. 8 that correspond to the two longest lines they filled in on their bar graphs on H.O. 7.	Handout 8.	Students can find which job areas match their interests.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
		L/S	9. Discuss the information on H.O. 8 further. List the board some jobs that fall into each area.	Handout 8.	
D	There are many interest inventories. They are written in a variety of formats and use different vocabulary. The basic idea is to rate your interest from positive to negative.		10. Class reads and discusses 9, "Vocabulary for Your Choices."	Handout 9.	
			11. Students complete the check test at the bottom of H.O. 9.	Handout 9.	Students can successfully complete the check test on H.O. 9.
		L/S	Optional Activity: Using picture cards that show different types of jobs, have students rate their feelings about each particular job using one of the sets of choices described on H.O. 9.	Job picture cards	

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
		R L/S	12. Class reads and discusses the sample questions from several commercially available interest inventories, as shown on H.O. 10. Students should answer questions according to their own interests.	Handout 10 (Note: the five items used in H.O. are from interest inventories listed in detail in the bibliography.)	Students can successfully follow the directions on H.O. 10.
E	There are many terms used with personal interest inventories and their results.	R L/S	13. Class reads and discusses Part I of H.O. 11, "Interest Inventory Vocabulary."	Handout 11 Part I.	
	Interest inventories are given by various agencies.	R L/S	14. Class reads and discusses Part II of H.O. 11. In the discussion, give specific information about the personal interest assessment opportunities for your area.	Handout 11 Part II	

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
		R,W	15. Students complete CLOZE exercise Part III of H.O. 11.	Handout 11 Part III. (Answer key on Teacher Resource page)	Students can successfully complete CLOZE exercise on H.O. 11.
		L/S	Optional Activities: -Have a guest speaker from a career placement office talk to the class about personal interest inventory opportunities.		
		L/S	-Have a student who has successfully gone through the process of career planning, job training and placement report to the class.		
A - L	Post - Test		Teacher gives Post - Test		90% Accuracy

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ANSWER KEY

PRE-POST TEST

(Objective A)

A. DIRECTIONS: Write "yes" or "no" in the blanks:
In order to find a job or job training program that will be satisfying to you, you should. . . . .

yes 1. know what you are interested in.

no 2. always do the same job as your parents.

yes 3. think about your preferences regarding working conditions.

no 4. not think about any past work experiences you may have had.

(Objective B)

B. DIRECTIONS; Write the letter of the job that would be a good choice for the interests and working conditions described below.

INTEREST AND WORKING CONDITIONS	JOBS
E 1. Tina likes to work with people.	A. baker
A 2. Cna likes to work with numbers and measurements.	B. upholsterer
	C. general office clerk
D 3. Rick likes to work outdoors.	D. farmer
B 4. Lou likes to do manual work.	E. sales clerk
C 5. Henry likes to do clerical work	

(Objective C)

C. DIRECTIONS: Fill in the blanks.

As a result of the personal interest inventory, I found out that I'm interested in ____________________. I like to work ____________________. Some jobs I might like to prepare for are ______________, ________________, and ________________.

ANSWER KEY

(Objective D)

D. DIRECTIONS: Write the correct answer in the blank by each number.

always 1. Bob is taking the Job-O interest inventory. He enjoys working with people very much. Which word should he circle? "Do I like to work with other people?"

1. always
2. often
3. sometimes
4. rarely
5. never
6. I don't know

D 2. Ka s taking the interest survey from VIESA. She doesn't like to work with her hands. When the survey asks, "Do you like to build furniture?", what letter should she write?

"L" like "D" dislike "?" I don't care

1 3. Tran is taking the COPS job interest survey. He likes playing the guitar a little, but not enough to want to do it every day. Which letter should he fill in on his test?

L like very much
1 like moderately
d dislike moderately
D dislike very much

v (u) 4. Nancy is taking the HOOI interest inventory. She needs a job, but she cannot read very well. Which letter should she write when it asks, "Would you like a job where you have to read a lot?"

m most desirable
d desirable
n not important
u undesirable
v very undesirable

ANSWER KEY

(Objective E)
E. DIRECTIONS: Mark the right ending for each sentence.

1. You can probably take a personal interest inventory

________at the welfare office.

___X___at a community college career placement center.

2. You are trying to find out what your personal interests are. Another way to describe this process is to say that you are developing

___X___self - awareness.

________an occupational survey.

3. The results of your interest inventory may be shown

________in a training program.

___X___on a bar graph.

4. The results of your interest inventory may be described as your

___X___interest profile.

________vocational placement test.

PRE-POST TEST

A. DIRECTIONS: Write "yes" or "no" in the blanks:
In order to find a job or job training program that will be satisfying to you, you should. . . . .

__________ 1. know what you are interested in.

__________ 2. always do the same job as your parents.

__________ 3. think about your preferences regarding working conditions.

__________ 4. not think about any past work experiences you may have had.

B. DIRECTIONS: Write the letter of the job that would be a good choice for the interests and working conditions described below.

INTEREST AND WORKING CONDITIONS

_____ 1. Tina likes to work with people.

_____ 2. Cha likes to work with numbers and measurements.

_____ 3. Rick likes to work outdoors.

_____ 4. Lou likes to do manual work.

_____ 5. Henry likes to do clerical work.

JOBS

A. baker

B. upholsterer

C. general office clerk

D. farmer

E. sales clerk

C. DIRECTIONS: Fill in the blanks.

As a result of the personal interest inventory, I found out that I'm interested in ______________________________. I like to work ______________________________. Some jobs I might like to prepare for are ______________________________, ______________________________, and ______________________________.

C. DIRECTIONS: Write the correct answer in the blank by each number.

_____ 1. Bob is taking the Job-O interest inventory. He enjoys working with people very much. Which word should he circle? "Do I like to work with other people?"

1. always	3. sometimes	5. never
2. often	4. rarely	6. I don't know

_________ 2. Ka is taking the interest survey from VIESA. She doesn't like to work with her hands. When the survey asks. "Do you like to build furniture?", what letter should she write?

"L" like "D" dislike "I" I don't care

_________ 3. Tran is taking the COPS job interest survey. He likes playing the guitar a little, but no enough to want to do it every day. Which letter should he fill in on his test?

L	like very much	d	dislike moderately
l	like moderately	D	dislike very much

_________ 4. Nancy is taking the HOOI job interest survey. She needs a job, but she cannot read very well. Which letter should she write when it asks, "Would you like a job where you have to read a lot?"

m	most desirable	u	undesirable
d	desirable	v	very undesirable
n	not important		

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E. DIRECTIONS: Mark the right ending for each sentence.

1. You can probably take a personal interest inventory

______at the welfare office.

______at a community college career placement center.

2. You are trying to find out what your personal interests are. Another way to describe this process is to say that you are developing

______self - awareness.

______an occupational survey.

3. The results of your interest inventory may be shown

______in a training program.

______on a bar graph.

4. The results of your interest inventory may be described as your

______interest profile.

______vocational placement test.

Interest Assessment

Classroom Study Format

Career Guidance Modules
CASAS

Information for the Teacher

CLASSROOM STUDY FORMAT

These modules were developed for ABE and ESL students in high beginning classes. While the primary emphasis is on life skills content, the basic skills of reading, writing and math can be reinforced as students work through the materials.

CLASSROOM STUDY FORMAT means that there is a Teacher's Guide with suggestions for how to present these materials. If it is more appropriate for students to study the materials with less teacher guidance, the Independent Study Format modules may be used. The Pre-Post tests, objectives and content are basically the same for both versions of each topic.

PROCEDURE:

1. Separate the module into the following parts:
   - -Cover page and student handouts (white)
   - -Teacher's Guide, Bibliography, Handout Answer Key, and Pre-Post Test Answer Key (yellow)
   - -Pre-Post Test (blue)
2. Make copies of the Pre-Post tests for the students. Give the Pre-Test. If students score 85% or higher, they do not have to go through the module.
3. If students need to study the module, copy a set of student handouts for each student. (Be sure to include the cover.)
4. Following the Teacher's Guide, go through the module with the students.
5. Give the Post-Test. Record Pre and Post-Test scores.

Handout 1
Personal Interest Assessment

TOM'S CHOICES

Tom Jones was looking for a job. He read the help-wanted ads in the newspaper. There were 600 different jobs. He needed training for many of the jobs.

He visited the local adult school. There were 20 different job training programs.

He needed help. He talked to a job counselor. The counselor helped him choose. He gave Tom a questionnaire to fill out. It was called an interest inventory.

The interest inventory asked what he liked to do. Did he like to work indoors or outdoors? Did he like to work with other people or with things? There were no right or wrong answers. It was not a test.

The job counselor used the interest inventory results. He gave Tom a list of jobs that he might enjoy.

Now, Tom knows what kind of training he needs. He knows what jobs are right for him.

CHECK ONE:

An interest inventory asks questions about:

________your skills.

________your experience.

________your likes and dislikes.

Handout 2
Personal Interest Assessment

QUESTIONS AND ANSWERS ABOUT JOB INTEREST INVENTORIES

DIRECTIONS: Cover the answers in the "B" column. Read and answer the questions orally. Check your answer with column "B".

A	B
1. What is an interest inventory?	1. It is a questionnaire that helps you decide on the right job for you.
2. What kind of questions are on it?	2. There are questions about your likes and dislikes.
3. Is it a hard test?	3. It is not a test. There are no right or wrong answers.
4. Why do you need to know your likes and dislikes?	4. This helps you choose the right job for you.
5. What do you mean?	5. This helps you choose a job you will like.
6. Why not try the job and then decide?	6. Many jobs need skills and training. Don't spend time and money training for a job that you won't like.
7. Why not do the same job your father or mother did?	7. That may not be the right job for you.
8. What other factors should I consider besides my likes and dislikes?	8. Think about your preferences concerning working conditions. Also think about past jobs you have had. What did you like or dislike about those jobs?

Handout 3 - Page 1 of 2
Personal Interest Assessment

YOUR CHOICES

INTEREST INVENTORIES HELP YOU FIND OUT INTERESTS AND WORKING CONDITIONS YOU LIKE. DIRECTIONS: PUT A CHECK BY THE ITEMS THAT YOU LIKE.

DO YOU LIKE WORK THAT IS:

		OR
1.	_______indoors	_______outdoors
2.	_______in a city	_______in the country (rural)
3.	_______clerical (office work)	_______manual (using your hands)
4.	_______mental (using your brain)	_______physical (using you body)
5.	_______giving orders	_______taking orders
6.	_______working with people	_______working with things (working along)
7.	_______full time	_______part time
8.	_______night time	_______day time
9.	_______on a salary	_______on a commission
10.	_______continuous (repetitive)	_______changing (varied)
11.	_______persuading or convincing	
12.	_______using numbers & measurements	
13.	_______being precise (accurate and exact)	

Check - Test:

NOW LOOK AT THE ITEMS THAT YOU CHECKED AND WRITE ONE PARAGRAPH ABOUT YOUR LIKES. WRITE ANOTHER PARAGRAPH ABOUT YOUR DISLIKES.

I like to work ______________________________

____

____

I don't like to work ______________________________

____

____

Handout 4 - Page 1 of 2
Personal Interest Assessment

MATCHING INTEREST AND JOBS

WHICH JOBS WOULD BE GOOD CHOICES FOR THE PERSONS DESCRIBED BELOW? CIRCLE A OR B ACCORDING TO THE PERSON'S INTERESTS.

1. Chong likes to work outdoors rather than indoors. Which jobs might he aim for?

a. park maintenance worker	a. secretary	a. carpet installer
b. building maintenance worker	b. bricklayer	b. forest ranger

2. Karl is best suited to manual work rather than clerical. Which jobs would be better for him?

a. furniture mover	a. upholsterer	a. garbage collector
b. general office clerk	b. key punch operator	b. postal clerk

3. Lee likes taking orders rather than giving orders. What would he like better?

a. captain of a boat	a. loan officer	a. office manager
b. fisherman	b. bank teller	b. clerk typist

4. May enjoys working with other people rather than alone. What jobs would be good for her?

a. receptionist	a. drive a truck	a. salesperson
b. file clerk	b. drive a bus	b. bookkeeper

5. Tim prefers living and working in the country rather than in a big city. Which jobs might he choose?

a. farmworker	a. air conditioning mechanic	a. baggage handler
b. apartment manager	b. logger	b. dairy worker

6. Donna enjoys working where precision and accuracy are important. Which jobs need the most precision?

a. clock repair person	a. word processor	a. cook
b. house cleaner	b. gardener	b. dishwasher

7. Lou likes working with numbers and measurements. Which jobs might he select?

   a. baker　　a. billing clerk　　a. nursery school aid

   b. bus driver　　b. policeman　　b. cement worker

8. Susan enjoys talking to other people on her job. Which jobs would she like the best?

   a. cabinet maker　　a. sales clerk　　a. cosmetologist

   b. waitress　　b. janitor　　b. printer

9. Anthony prefers continuous activity rather than variety or change in his job. Which jobs would he choose?

   a. housekeeper　　a. welder　　a. minister

   b. translator　　b. policeman　　b. factory worker

10. Norma can only go to school a short time for training. Which jobs would be her best choices?

   a. computer programmer　　a. dentist　　a. attorney

   b. key punch operator　　b. dental assistant　　b. legal secretary

Handout 5
Personal Interest Assessment

MATCHING INTERESTS AND SKILLS

Which skills might be required for the jobs that fit the interest categories listed below? Choose skills from the list at the bottom of the page. Write one or more by each interest. The first one is done for you. Some skills will fit more than one category.

INTERESTS

1. indoors file keep books clean hotels
2. outdoors________ ________ ________
3. clerical________ ________ ________
4. manual________ ________ ________
5. give orders________ ________ ________
6. take orders________ ________ ________
7. continuous activity________ ________ ________
8. changing activity________ ________ ________
9. work with people________ ________ ________
10. work with things________ ________ ________

SKILLS

a. type
b. fix clocks
c. fix air conditioners
d. cook
e. install sprinklers
f. manage a farm
g. clean hotels or motels
h. install carpet
i. answer phones
j. file
k. drive a bus
l. drive a taxi
m. keep books
n. care for the sick
o. translator
p. grow vegetables
q. work with money
r. make cabinets
s. build furniture
t. write stories
u. deliver packages
v. fix televisions
w. sell clothes

JOB INTEREST INVENTORY

DIRECTIONS: READ EACH ACTIVITY.

CIRCLE 2 IF YOU HAVE GREAT INTEREST IN THIS ACTIVITY.

CIRCLE 1 IF YOU HAVE SOME INTEREST IN THIS ACTIVITY.

CIRCLE 0 IF YOU HAVE LITTLE OR NO INTEREST IN THIS ACTIVITY.

1. Would you like to. . . . . .?	GREAT	SOME	NO
A. type letters.	2	1	0
B. drive a delivery truck.	2	1	0
C. make clothes	2	1	0
D. fix televisions	2	1	0
E. help poor people.	2	1	0
F. build a house	2	1	0
G. cook food in a restaurant	2	1	0

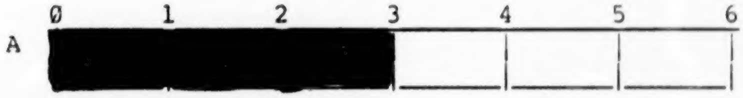
2. Would you like to. . . . . . . ?			
A. file papers.	2	1	0
B. run machines in a factory.	2	1	0
C. draw pictures.	2	1	0
D. repair radios.	2	1	0
E. help children in school.	2	1	0
F. work on a farm	2	1	0
G. clean a house	2	1	0

3. Would you like to . . . . . . ?	GREAT	SOME	NO
A. use a copying machine.	2	1	0
B. drive a tow truck.	2	1	0
C. make jewelry	2	1	0
D. fix broken watches	2	1	0
E. help nurses in a hospital.	2	1	0
F. load and unload trucks	2	1	0
G. wait on tables	2	1	0

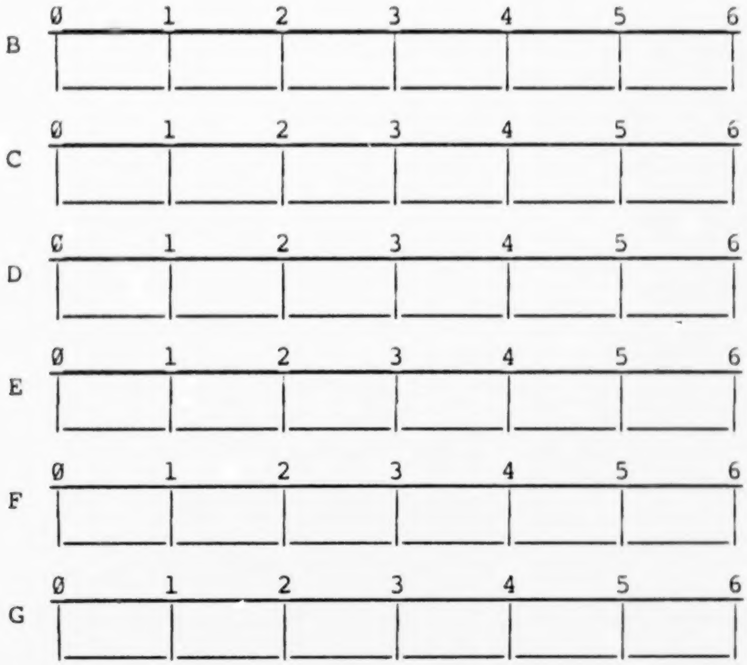
Handout 7
Personal Interest Assessment

MY JOB INTERESTS

DIRECTIONS: Look at the numbers you circled for item A in each group on Handout 6. Add those numbers together. For example, if you circled "0" on (1A), "2" on (2A) and "1" on (3A), your total is "3". You fill in the bar like this:



DO THIS FOR ALL OF THE LETTERS:



WRITE THE LETTERS OF THE TWO LONGEST LINES.

LONGEST ____________________

SECOND LONGEST ____________________

DIFFERENT JOB AREAS

The two letters you wrote on Handout 7 will show you the two areas of work that you might like. Look at the descriptions of the areas next to the letters.

A. OFFICE WORK

Office workers type and file letters. They answer telephones. They mail letters. They sometimes handle money. They make copies at a copying machine. Office workers work inside in an office and usually work together with other people. They do a lot of detail work.

B. DRIVING/USING MACHINES

Drivers and machine operators have to know about machines. They should like machines. Drivers must understand all the traffic laws and have a good driving record. Machine operators use machines that do things like dig holes, lift heavy objects, and cut materials. Drivers work outside and usually work alone. Machine operators work outside or inside and work alone or together with others.

C. CREATIVE WORK

Some people in this area like to make things. They might draw or paint a picture. They might sew clothes or cook new foods. Some write stories. Other people might sing, dance, or act in the movies.

D. FIXING THINGS

People who fix things have to know how things work. They take something that is broken, find the problem, and fix it. Some people repair small things that need a lot of detail work. Other people repair large heavy things. Sometimes the work is dirty. People in this area spend more time with things than with people.

E. HELPING PEOPLE

People in this area like to help others. They might work with children, old people, sick people, or people with problems. This work is usually indoor work. It might be in a school, hospital, or nursing homes.

F. PHYSICAL WORK

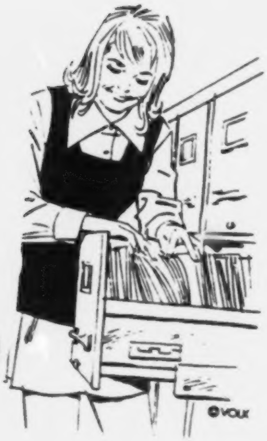
Physical workers must be strong. They have to move, lift, and carry heavy things like furniture, appliances, or other large loads. Other jobs in this area are construction workers, painters, and farm workers.

G. SERVICE WORK

People in this area do things for other people. They might clean houses, wait on tables, or cut hair. They might take care of other people's children or take care of other people's yards. Service workers must like to do things for other people.

Handout 8
Personal Interest
Assessment
Page 3 of 3

A



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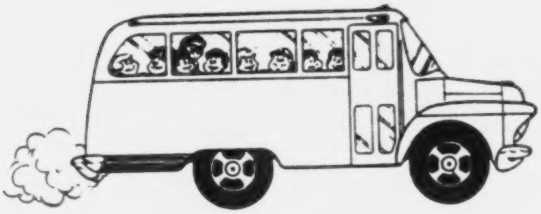

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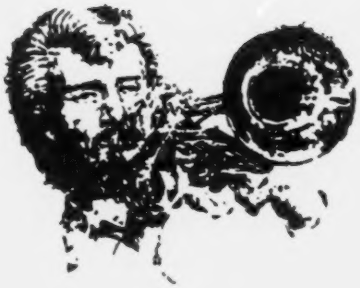

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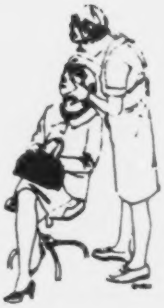

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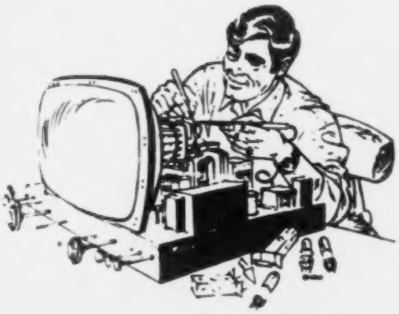

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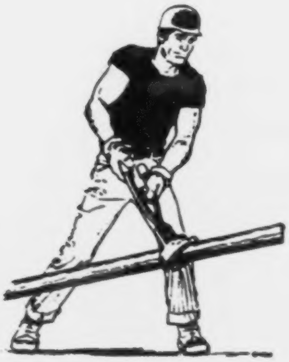

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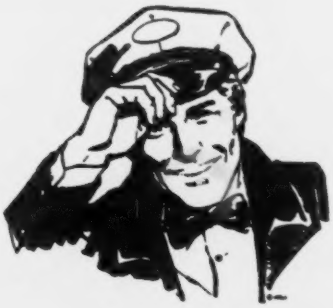

VOCABULARY FOR YOUR CHOICES

There are may ways to say "I like" and "I don't like." Often Interest Inventories give you five choices. Here are some examples:

A	B	C
1. I strongly like	1. I like very much	1. Most desirable
2. I slightly like	2. I like moderately	2. Desirable
3. I am neutral	3. I'm indifferent	3. Not important
4. I slightly dislike	4. I dislike moderately	4. Undesirable
5. I strongly dislike	5. I dislike very much	5. Very undesirable

CHECK - TEST

From the examples shown above, write two words or phrases that mean the same as:

1. neutral____________________ ____________________
2. like very much____________________ ____________________
3. undesirable____________________ ____________________

INTERPRETING DIRECTIONS FROM SELECTED INTEREST INVENTORIES

There are many kinds of interest inventories. They may look different but they all ask questions about your interests, likes, and dislikes. Remember, think about your interests, not your abilities. Look at these examples from five different interest inventories. Answer the questions.

1. FROM JOB--O:

Read the questions. Circle the number of the word that best describes your answer.

A. Do I like to work outside?

1. always
2. often
3. sometimes
4. rarely
5. never
6. I don't know

B. Do I like to work with other people?

1. always
2. often
3. sometimes
4. rarely
5. never
6. I don't know

2. FROM JANUS JOB PLANNER:

Read each activity. Decide if you like to do that activity. Circle the number that best describes your answer.

A. Would you like to . . . . . . ?	NO	DON'T THINK SO	NOT SURE	THINK SO	YES
1. Drive a taxi	0	3	5	7	10
2. fix a television.	0	3	5	7	10
3. sell clothes.	0	3	5	7	10

3. FROM VIESA

Read each activity. On the blank line after the activity, mark "L" if you like to do this activity. Mark "D" if you dislike to do it. Mark a "?" if you don't care one way or the other.

A. write stories. . . . . ______________

B. build furniture. . . . . ______________

C. help friends with their problems . ______________

4. FROM COPS:

Read each activity. Decide if you like to do that activity. After each activity, fill in the bar under the letter that best describes your answer.

L	Like very much	D	Dislike very much
l	Like moderately	d	Dislike moderately

	L	l	D	d
A. Deliver packages to people.				
B. Plant and grow vegetables.				
C. Play a musical instrument.				

5. FROM HOOI (HALL)

Read each sentence. Decide if you would like to do this activity in your job. After each activity, fill in the bar under the letter that best describes your answer.

m	most desirable	n	not important	v	very undesirable
d	desirable	u	undesirable		

	m	d	n	u	v
A. You read a lot.					
B. You talk to many people.					
C. You type letters					

INTEREST INVENTORY VOCABULARY

PART I

Read and discuss the following:

1. There are many other terms used with personal interest inventories.

   Some of them are:

   ____personal assessment

   ____self-awareness

   ____occupational survey

   ____vocational test

   ____job planner

2. The results of an interest inventory are described using these words:

   ____profile

   ____composite score

   ____assessment

PART II Here are some places to get help with your personal interest assessment.

Interest inventories are usually given by:

a. career placement centers in community colleges or high schools.

b. private and public employment agencies. (The private agencies may charge a fee for assessing your interests.)

c. school counselors.

PART III

Fill in the blanks below with the words listed. (There may be more than one correct answer.)

- assessment
- career placement center
- composite
- inventory
- occupational
- personal
- private employment agency
- profile
- self-awareness
- vocational

Ann knew she had to go to work. But, she wanted to start in a job that would provide opportunities for future advancement. And, she wanted to find a job that suited her personal interests. So, she went to the ____________________ (1) at her local community college. Her friend had gone to a ______________________________ (2) where he had to pay for the interest ______________________________ (3) they had given him.

When she got to the center she told them she wanted to learn more about her own interest. They gave her a ________________________ (4) assessment inventory. They told her it would develop ______________________________ (5). They also gave her two tests about job choices. They were called an ____________________ (6) survey and a ______________________ (7) test.

When she finished they showed her the ________________________ (8) scores. They put them on graphs. This showed her occupational interest ____________________ (9). She found out she liked clerical work. She was really glad she had gone in for ____________________ (10). Now she will look for a good office practice training program.

Teacher Resource
Personal Interest Assessment

ANSWER KEY FOR HANDOUTS

HANDOUT 1

An interest inventory asks questions about your likes and dislikes.

HANDOUT 3

1.	A	B	B
2.	A	A	A
3.	B	B	B
4.	A	B	A
5.	A	B	B
6.	A	A	A
7.	A	A	B
8.	B	A	A
9.	A	A	B
10.	B	B	B

HANDOUT 8

1.	neutral	indifferent	not important
2.	like very much	strongly	most desirable
3.	undesirable	slightly dislike	dislike moderately

HANDOUT 11

1. career placement center
2. private employment agency
3. inventory
4. personal
5. self - awareness
6. occupational
7. vocational
8. composite
9. profile
10. assessment

Sources
of
Job Information

TEACHER'S GUIDE

KNOWLEDGE AREA Occupational Knowledge ESTIMATED TIME 5 Hours

MODULE TITLE Sources of Job Information

OBJECTIVES: By the end of this module, students will show, orally, in writing, or through demonstration that they are able to:

A. List selected sources of job information and tell which would be the best sources for themselves.

B. Correctly interpret selected help-wanted ads.

C. Identify the services available through the state employment agencies.

D. Identify the services and procedures of private employment agencies.

E. List steps in applying directly for a job at a job site.

F. Speak clearly and correctly when asking for job information.

BEST COPY AVAILABLE

CODE: ESL = English as Second Language, RL = Reading Level, W = Writing, R = Reading,
L/S = Listening/Speaking, C = Computation, PS = Problem Solving

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
A-F	Pre-Test		Teacher gives Pre-Test Affective Opener: Teacher tells class to imagine that they are about to go "job hunting." Teacher asks class for sources of information regarding possible job opportinitese. Teacher lists respones on the board. Teacher directs discussion to include: private and government employment agencies, newspaper want-ads, school employment services, labor bulletin boards and "word of mouth."	Pre-Test	90% Accuracy

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
			Teacher then asks class if anyone has ever had any personal experiences in trying to find a job using any of the sources listed. Students discuss experiences.		
A,B	There are many sources of job information available. Friends and relatives may know of a job opening where they work. Bulletin boards also have job opening listed on them. The post office, city hall, schools and the grocery store are a few of the more common locations for bulletin boards.	R	1. Students read "Tell the World," Handout 1. (ESL studentsmay wish to dramatize indialogue form.) Suggested Vocabulary & Reading Strategies to be used for the selection above and as needed for subsequent reading assignments.	Handout 1.	

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
	The local union office can provide job information for union jobs. It can also give you other information such as union membership requirements and regulations.	R	-Before reading, teacher selects words that may be difficult and writes them on the board. Teacher pronounces the word as she underlines each part of the word. Students repeat the word after the teacher.		
	A private employment agency is in business to help you find a job. You usually must pay a fee for their services.	R L/S	-Teacher and students discuss the meaning of each vocabulary word after it is pronounced.		
	A government employment service not only has lists of job openings but can also help you get more training to qualify for a better job.	R W	-Students make their own lists of words they find difficult and underline the parts they recognize. Lists are comprised of words which teacher has introduced and difficult words found later in the reading selection.		

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
	The telephone directory can help you find the location of any of the sources of job information listed above.	R	-Teacher, or other student, may pronounce difficult words for student.		
	The help-wanted ads in the classified section of the newspaper lists many job openings.	R	-Teacher may read material to students who need auditory reinforcement.		
	Community colleges, adult & vocational schools may provide employment services for their students.	R	-Students, in pairs, may read material.		
	Job training programs and volunteer work may also lead to employment.	R	-Students may read silently.		
		R L/S	2. Direct students to cover the "B" column of H.O.2. Tell them to read and answer the questions orally in the "A"column. They can check their answers with the answers they have covered as they go along.	Handout 2.	Students can answer the questions on H.O. 2, correctly.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
A	(Community bulletin boards can be a source of job information.)	L/S	3. Teacher leads a discussion about where to find community bulletin boards and what they contain.		
			4. Students read H.O. 3, "Community Bulletin Boards" and answer the questions regarding the ads.	Handout 3.	Student's can successfully complete the questions on H.O. 3.
	(The yellow pages can be a source of job information. Listings are alphabetical.)	L/S	5. Teacher leads a discussion about how to use the yellow pages and how they are organized.		
		R	6. Students practice looking up headings in the yellow pages.	Local telephone books.	
		R/W	7. Students read "The Yellow Pages" on Handout 4, and do the exercises.	Handout 4, Local phone book.	Student can successfully complete the exercises on Handout 4.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
B			8. Class reads Part I of H. O. 5 and discusses information given.	Handout 5.	
	You can locate the classified section by looking in the index on the front page of the newspaper.	R	9. Teacher displays front page of newspaper on wall and asks students to locate the index.	Newspaper for every student. (Contact your newspaper for day old copies.)	Student puts finger on the index.
		R	10. Class reads the list in the index together, and locate the classified section.		Students respond orally and by turning to the correct section and page
	You can locate the Help Wanted Ads by looking in the classified index for the assigned number.	R	11. Class reads the classified index Teacher directs class to locate the employment heading and the Help Wanted subheading number.		Students point to title on their pages.
		R	12. Class then finds the Help Wanted columns. Teacher points out that positions are listed alphabetically.		Students turn to correct pages and columns.
	Jobs available are listed in alphabetical order.	PS W	13. Using Part II of H.O. 5 students put the list of jobs in alphabetical order.	Handout 5.	Correct alphabetically order.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
B	Help Wanted Ads. Utilize some common abbreviations.	PS W	14. Teacher indicates how abbreviations are often formed: a) by using the first letter only b) by using the first and last letters c) by using the first three letters d) by using the first three letters and last letter e) by omitting the vowels (a,e,i,o,u) f) by omitting vowels and some consonants		
		PS W	15. Students write abbreviations as directed on Handout.	Handout 6.	Students can successfully complete the exercises on H.O. 6.
			16. Students intrepret abbreviations as directed on Handout 7.	Handout 7.	Students can successfully complete H.O. 7.
	Ads usually mention critical requirements pertaining to the job.	PS W	17. Students write job requirements as indicated on Handout 8.	Handout 8.	Students can successfully complete H.O. 8.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
	Ways to respond to an ad are usually stated at the end of the ad.	L/S	18. Class discusses the following ways to respond to an ad: a) by calling a listed phone number b) by calling a personnel department c) by sending a resume d) by writing to a newspaper ad address requesting an application e) by appearing in person		
		LS W	19. Together, class composes a letter requesting an application. Teacher writes it on the board and students copy it.		
		R W	20. Class completes check test on Handout 9. (NOTE: Writing a resume to covered in Project CLASS Module II OK3.)	Handout 9.	Students can successfully complete H.O. 9.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
C	Government employment agencies can help you find a job. There are both state and federal employment agencies that offer many free services such as counseling, job lists and placement. The phone number is listed in white pages under the government listings for your state. (e.g. California, State of ----)		(NOTE TO TEACHER: You might want to contact a local government employment agency and ask about: -the names (eg; JTPA) of local programs -training programs available -special services for limited English speakers, handicapped, veterans, etc. -testing available	OPTIONAL: Speaker from agency, sample job listings, brochures on training programs.	
		L/S R	21. Students read and discuss Handout 10 "Government Employment Agency".	Handout 10	Teacher evaluates students understanding of reading material through discussuion.
		PS R	22. Students complete Handout 11, "Services of a Government Agency". Teacher may have students do this individually or as a group activity.	Handout 11	Successful completion of H.O. 11.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
		L/S	23. Students can practice completed and corrected handout as dialogue. Divide students into pairs and designate A&B. (e.g.) A. "I need a job. Who can help me?" B. "The government agency can be a good place to place to help you find a job."		
D	A private employment agency is a business which helps you find a job.	R L/S	24. Students read and discuss H.O. 12, "Private Employment Agencies."	Handout 12	Check test, H.O. 15.
	Help wanted ads sometimes contain listings from private employment agencies.	R	25. Class looks for listings in the "Help Wanted" section of the classified ads that have been made by private agencies.	Newspaper	
	A private employment agency charges a fee for finding you a job.	R L/S	26. Students read and discuss H.O. 13, "Private Employment Agency Fees."	Handout 13	Check test, H.O. 15.

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
	Some agencies refund a portion of the fee if you lose the job in the first ninety days. Some private employment agencies do not help you find a job. They sell lists of available jobs. The Better Business Bureau receives complaints about any dishonest businesses.	L/S	27. Teacher should explain that the refund is usually made during the first ninety days. One ninetieth of the fee per day is refunded if you lose the job by quitting or being fired. Warn students to check the contract on this. OPTIONAL: Have students call (or write) the Better Business Bureau to inquire about a private employment agency.		
	The fee you pay a private employment agency is a percentage of your salary.	R C	28. Students read H.O. 14, "How Much Do You Have To Pay" and do the computational exercises. Check in class.	Handout 14	Correct answers on H.O. 14.
	Private employment agencies do some of the same things as public employment agencies: interviews and skills evaluation.	L/S	29. Ask students to tell the similarities and differences between public and private job agencies. Refer to Handouts 10, 12, and 13.	Handous 10 12, and 13	

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
		R	30. Students complete "Check List" on Handout 15. OPTIONAL CLASSROOM ACTIVITIES 1. Have a guest speaker visit the class from a private employment agency. 2. Have students role play an interview at a private employment agency. 3. Take a field trip to a private employment agency. (Small group)	Handout 15 Guest Speaker	Students can answer the questions on H.O. 15 correctly.
A	Companies usually have personnel offices where you can apply directly for jobs. At places where there is no personnel office, a manager will give you an application or other information.	R L/S	31. Students read and discuss information about the personnel office on Handout 16, Part I.		

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
		L/S	OPTIONAL: HAVE STUDENTS PRACTICE THESE DIALOGUES: A. a-Excuse me, where is the personnel office? b-(It's back there.) (It's through the back door.) (It's downstairs.) a-Thank you. B. a-Excuse me, where is the personnel office? b-We don't have a personnel office. a-May I speak to the manager? b-Just a minute, please. He's busy. Please leave your name and number.		

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
			C. (To someone in the personnel office or the manager.) a-Hello. My name is_____ I'd like to apply for a job here. b-Please fill out this application. We have no openings now. Come back next month. a-Thank you.		
		R	32. Students do Part II of Handout 16 as a check test.	Handout 16 Part II	Students can successfully complete Part II of Handout 16.
F	When using the telephone or speaking in person a prospective employee should be as clear & specific as possible regarding the job he/she is applying for.	R	33. Students practice reading the dialogue that is on Handout 17.	Handout 17	

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
		R L/S	34. Teacher asks students to look at Handout 17 and answer the following questions about Henry: Did he: -Speak clearly and in a friendly voice and speak loud enough to be heard? -Give his name & ask for the person in charge of hiring? -Use the name of a personal reference? -State the purpose of his call and the specific job opening. -Ask for an appointment for an interview? -Get the name of the person to whom he was talking? -Remember to say "Thank You?"		

OBJ.	CONTENT/CONCEPT	SKILLS	TEACHING/LEARNING STRATEGIES	RESOURCES	EVIDENCE OF EVALUATION
			35. Have students role-play calling about a job opening. Use actual jobs from bulletin boards, the want-ads or businesses from the yellow pages.		Teacher evaluates students' ability to roleplay requesting job information on the phone.
A,B,C, D,E	Post-Test		Students take the Post-Test.	Post-Test	90% Accuracy on the Post-Test.

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Teacher Resource Page 1 of 2
Sources of Job Information

ANSWER KEY

HANDOUT 3

1. 435-6122   521-6565
2. evenings
3. It's negotioable (employer and employee decide together)
4. two times every week
5. Andy or Bill

HANDOUT 7

1. young
2. good
3. manager
4. assistant
5. appointment
6. male
7. license
8. necessary
9. reference
10. answer
11. preferred
12. office
13. equipment
14. required
15. part-time

HANDOUT 8

1. experience
2. drivers license
3. 55 words per minute
4. no experience necessary
5. teaching credential

HANDOUT 9

I. 1. cashier
2. custodian
3. electrician
4. nurse's aid
5. plumber
6. postal
7. security guard
8. taxi driver

II. 1. male
2. required
3. necessary
4. month
5. salary
6. hours

ANSWER KEY

III. 1. a. car

b. call before noon, 561-3781

2. a. experience

b. apply in person between 1 and 4 p.m.

HANDOUT 12

1. B
2. C
3. A
4. F
5. E
6. D

HANDOUT 14

1. $360
2. $480
3. $300
4. $375
5. $1000
6. 3 months
7. $150
8. nothing

HANDOUT 15

1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. T
9. F

HANDOUT 16 Part II

1. A
2. B
3. B
4. A

ANSWER KEY

PRE-POST TEST

(Objective A)

I. DIRECTIONS: List as many sources of job information as you can. Put a star by the sources you think would be best for you.

1. relatives, friends & of friends
2. bulletin boards
3. personnel offices
4. union offices
5. state employment agencies
6. private employment agencies
7. help-wanted ads
8. school placement offices
   yellow pages of the phone book.

2. Tell one other way to get your "toe in the door" for a possible job later.

Volunteer-to work at a place (Take job training classes)

(Objective B)

II. DIRECTIONS: Look at these ads. What is required and how do you apply?

1. SECRETARY. typing 80 wpm,
no shorthand req. gd. salary.
send resume to 3706 North S. ST.

a. What is required? typing 80 wpm

b. How do you apply? send a resume to 3706 N. S. St.

2. MECHANIC. exp. req. local
ref. needed. Call 785-2310

a. What is required? experience, local references

ANSWER KEY

3. DRIVER. Truck lic. nec. Must be over 25. Apply Dublin Truck 107 S. Breezeway.

a. What is required? truck driver's license

b. How do you apply? Go in person to the company at 107 S. Breezeway.

(Objectives C and D)

III. DIRECTIONS: In the space by each item, write the letter "C" if the statement describes a government employment agency. Write "P" if it refers to a private employment agency. If it refers to both, write "G" and "P".

G 1. It is listed in the white pages of the phone book under the state you live in.

G 2. The service is free.

P 3. You will probably have to sign a contract.

G and P 4. They have job counselors available to help you find the right job.

P 5. You will have to pay a fee.

P 6. The jobs may be listed in the classified ads.

G and P 7. They have lists of jobs available.

ANSWER KEY

(Objective E)

IV. DIRECTIONS: Mark the best ending for each sentence.

1. You can apply for a job at a company

a.______business office.

b.__X__personnel office.

2. An "application on file" means

a.______you need to come back next week.

b.__X__the company will keep your application.

(Objective F)

V. DIRECTIONS: Write "yes" by the items that describe the correct procedure to follow when you request job information on the telephone.

__Yes__ 1. Give your name at the beginning of the call.

__No__ 2. Don't tell them how you found out about the job.

__Yes__ 3. Find out the name of the person you are talking to.

__Yes__ 4. Try to get an appointment for an interview.

PRE-POST TEST

I. DIRECTIONS: List as many sources of job information as you can. Put a star by the sources you think would be best for you.

1. ____________________ 5. ____________________

2. ____________________ 6. ____________________

3. ____________________ 7. ____________________

4. ____________________ 8. ____________________

2. Tell one other way to get your "toe in the door" for a possible job later.

____

II. DIRECTIONS: Look at these ads. What is required and how do you apply?

1. SECRETARY. typing 80 wpm, no shorthand req. gd. salary. send resume to 3706 North S. St.

   a. What is required? ____________________

   b. How do you apply? ____________________

2. MECHANIC. exp.req. local ref. needed. Call 785-2310

   a. What is required? ____________________

   b. How do you apply? ____________________

3. DRIVER. Truck lic. nec. Must be over 25. Apply Dublin Truck

   a. What is required? ____________________

   b. How do you apply? ____________________

III. DIRECTION: In the space by each item, write the letter "G" if the statement describes a government employment agency. Write "P" if it refers to a private employment agency. If it refers to both, write "G" and "P".

__________1. It is listed in the white pages of the phone book under the state you live in.

__________2. The service is free.

__________3. You will probably have to sign a contract.

__________4. They have job counselors available to help you find the right job.

__________5. You will have to pay a fee.

__________6. The jobs may be listed in the classified ads.

__________7. They have lists of jobs available.

IV. DIRECTIONS: Mark the best ending for each sentence.

1. You can apply for a job at a company

(a)____business office.

(b)____personnel office.

2. An "application on file" means

(a)____you need to come back next week.

(b)____the company will keep your application.

V. DIRECTIONS: Write "yes" by the items that describe the correct procedure to follow when you request job information on the telephone.

__________1. Give your name at the beginning of the call.

__________2. Don't tell them how you found out about the job.

__________3. Find out the name of the person you are talking to.

__________4. Try to get an appointment for an interview.

BEST COPY AVAILABLE

Information for the Teacher

CLASSROOM STUDY FORMAT

These modules were developed for ABE and ESL students in high beginning classes. While the primary emphasis is on life skills content, the basic skills of reading, writing and math can be reinforced as students work through the materials.

CLASSROOM STUDY FORMAT means that there is a Teacher's Guide with suggestions for how to present these materials. If it is more appropriate for students to study the materials with less teacher guidance, the Independent Study Format modules may be used. The Pre-Post tests, objectives and content are basically the same for both versions of each topic.

PROCEDURE:

1. Separate the module into the following parts:
   - -Cover page and student handouts (white)
   - -Teacher's Guide, Bibliography, Handout Answer Key, and Pre-Post Test Answer Key (yellow)
   - -Pre-Post Test (blue)
2. Make copies of the Pre-Post tests for the students. Give the Pre-Test. If students score 85% or higher, they do not have to go through the module.
3. If students need to study the module, copy a set of student handouts for each student. (Be sure to include the cover.)
4. Following the Teacher's Guide, go through the module with the students.
5. Give the Post-Test. Record Pre and Post-Test scores.

Sources
of
Job Information

Classroom Study
Module

Handout 1
Sources of Job Information

TELL THE "WORLD"

Siu Mei is looking for a job. She is asking her friend Shirley for some advice.

Siu Mei: I really need to find a job. I don't want to have to depend on others for my support. Can you help me?

Shirley: I personally don't know of any job openings, but here's what I've found out. Most people don't find jobs from the usual places, like the help-wanted ads or employment agencies.

Siu Mei: They don't?

Shirley: No. Your best bet is to let as many people as possible know you are looking for a job. Tell your friends, relatives, teachers, and anyone else you meet. Ask them if they have any leads to jobs.

Siu Mei: I see. You kind of let the whole world know.

Shirley: That's right. You even ask your friends to ask other people about job openings.

Siu Mei: O.K. I'll start with my neighbor. His brother owns a landscape nursery. Maybe he can tell him how hard I have been working in my yard.

Shirley: Yes, that's a good idea. People who know something about you will really try to help.

Siu Mei: Thanks a lot.

Handout 2
Sources of Job Information

JOB SOURCES

A	B
1. So you want to find a job. Where do you start?	1. By telling relatives, neighbors, friends, and friends of friends.
2. O.K. Where are some places that you can read about job openings?	2. Community bulletin boards and the classified ads.
3. Where could you find the names and addresses of some specific businesses?	3. The yellow pages of the phone book.
4. Are there any agencies that help people find jobs?	4. Sure. Both public and private. But you have to pay a fee if you use a private agency.
5. If you are attending a school, can they help you find a job?	5. Maybe. Many community colleges and adult vocational schools have placement offices.
6. If you get into a job-training program will they help you find a job?	6. Sometimes. It's a good idea to ask them what your chances are at the beginning of the program.
7. Are there any other ways to find a job?	7. Well, sometimes if you work as a volunteer, your chances for getting hired are improved. The people you work with get to know you. You have your "toe in the door."

Handout 3
Sources of Job Information

COMMUNITY BULLETIN BOARDS

A. HOUSE NEEDS PAINTING
435-6122 EVENINGS.

B. FOR SALE
1984 MOTORCYCLE.
$900. CALL BOB. 421-6666

C. GOOD GARDENERS. WE NEED WORK.
ANY DAY. ANY HOURS.
222-1212. ANDY OR BILL

D. HOUSEKEEPER WANTED.
TWICE WEEKLY. SALARY
NEGOTIABLE. CALL
SUSAN. 521-6565

QUESTIONS

1. Which phone numbers could you call if you wanted job?________________
2. If you wanted to paint the house in notice A, when would you call?_____
____
3. How much money would a housekeeper make?_______________________
4. How often would a housekeeper work?___________________________
5. Is notice C a job opening?_________________________________

Handout 4
Sources of Job Information

THE YELLOW PAGES

The yellow pages of the telephone directory have information which can help you look for a job. The yellow pages have the names, addresses, and phone numbers of the businesses in the area. Most telephone directories have an index to the yellow pages. This index lists all of the business headings that are in the yellow pages.

Lee is a mechanic. He is not working now. He wants to visit some auto repair shops to apply for a job. He looks up "MECHANIC" in the index. It isn't listed. He looks up "GARAGE" and finds the heading "GARAGES - AUTO REPAIR . . . . 108." Lee checks page 108. He sees the heading "AUTOMOBILE REPAIRING AND SERVICE." All of the garages and auto shops are listed under this heading. They are in alphabetical order. He writes down the names, addresses and phone numbers of some of the garages. He will go to them to apply for a job.

THE YELLOW PAGES

Use the yellow pages of a telephone directory to complete exercise 2.

EXERCISE 1.

Put the following headings in alphabetical order: TIRES: WOOD CARVING: DAY CARE CENTERS: BUILDERS: BOAT REPAIRING: CARDENERS:

1. ______________________________ 4. ______________________________
2. ______________________________ 5. ______________________________
3. ______________________________ 6. ______________________________

EXERCISE 2.

Find the listing of a restaurant, a hospital, a garage, and a construction company. Write the name, address, and telephone number for each of these.

NAME ADDRESS TELEPHONE

1. ____

2. ____

3. ____

Handout 5
Sources of Job Information

USING THE HELP WANTED ADS

PART I

The help-wanted ads are found in the classified section of your local newspaper. Some people take the newspaper. If you don't, you can buy one at a drugstore or newstand. In the ads, you will find a brief description about a job opening. You will find the type of job, skills and experience you need to have. Sometimes they give the wages and ways to apply.

PART II

LIST IN ALPHABETICAL ORDER:

1. MECHANIC 1.____________________________

2. SECRETARY 2.____________________________

3. WAITRESS 3.____________________________

4. CARPET LAYER 4.____________________________

5. APARTMENT MANAGER 5.____________________________

6. DRIVERS 6.____________________________

7. BABYSITTER 7.____________________________

8. INSURANCE SALES 8.____________________________

9. PRESSER 9.____________________________

10. GARDENER 10.____________________________

Handout 6
Sources of Job Information

WRITE ABBREVIATIONS FOR THE FOLLOWING:

1. Use the first letter only:

with______ high school______ female______ full-time______

words per minute____________ part-time________

2. Use first and last letters only:

hour______ week______ room______ month______ year______

3. Use first three letters:

salary__________ necessary__________ license__________

required_________ experience__________ answer__________

4. Use first three letters with last letter:

appointment__________________ assistant__________________

accountant__________________

5. Omit the vowels:

years___________ driver_____________ young_____________

phones___________

6. Omit the vowels and some consonants:

building__________________ manager_____________________

excellent__________________ bookkeeping__________________

Handout 7
Sources of Job Information

MATCH THE WORDS IN THE RIGHT COLUMN WITH THE ABBREVIATIONS ON THE LEFT:

1. yng.______________________________
2. gd.______________________________
3. mgr.______________________________
4. asst.______________________________
5. appt.______________________________
6. m.______________________________
7. lic.______________________________
8. nec.______________________________
9. ref.______________________________
10. ans.______________________________
11. pref.______________________________
12. ofc.______________________________
13. equip.______________________________
14. req.______________________________
15. p.t.______________________________

1. license
2. reference
3. assistant
4. required
5. male
6. equipment
7. neccessary
8. office
9. part-time
10. preferred
11. young
12. answer
13. manager
14. good
15. appointment

Handout 8
Sources of Job Information

REQUIREMENTS

READ THE ADS AND WRITE WHAT IS REQUIRED

PLUMBER. exp.
nec. $10 hr.
call 661-4321

1. ______________________________
____
____

CEMENT WORKER
drvr's lic. req.
Apply 506 N. 1st.

2. ______________________________
____
____

TYPIST p.t
sm. ofc. 55 wpm
Apply in person 6642 W. Black

3. ______________________________
____
____

OFFICE HELPER
No exp. nec. Must
work weekends. Call
Sue in personnel 758-0321

4. ______________________________
____
____

TEACHER, Math.
must hold valid
teaching cred. Apply
in writing to Union High
School, New City, CA 67801

5. ______________________________
____
____

Handout 9
Sources of Job Information

CHECK TEST

I. ALPHABETIZE THE FOLLOWING:

1. ELECTRICIAN 1.______________________
2. PLUMBER 2.______________________
3. TAXI DRIVER 3.______________________
4. POSTAL CLERK 4.______________________
5. CUSTODIAN 5.______________________
6. NURSE'S AIDE 6.______________________
7. CASHIER 7.______________________
8. SECURITY GUARD 8.______________________

II. WHAT DO THE FOLLOWING ABBREVIATIONS MEAN?

1. m. ______________________
2. req. ______________________
3. nec. ______________________
4. mo. ______________________
5. sal. ______________________
6. hrs. ______________________

III. WHAT REQUIREMENTS ARE NECESSARY? HOW DO YOU APPLY?

1. NEWSPAPER CARRIER. early morning, extra income, car necessary. call before noon 561-3781
   a.______________________
   b.______________________
2. WAITRESS. exp. req. Apply in person between 1-4p.m Joe's Pizza Palace, 612 Park Lane.
   a.______________________
   b.______________________

Handout 10
Sources of Job Information

GOVERNMENT EMPLOYMENT AGENCY

A government employment agency can be a good place to help you find a job or acquire job skills. They offer many employment services such as: counseling, training, job lists and placement. When necessary, they can refer you to other helpful sources. Anyone can use the services and there is no charge.

The job counselors will want to know your interests and skills. They might ask you to indicate what you like to do and are able to do on a self-inventory. Sometimes they suggest that you learn new skills and give you sources for job training for the needed skills.

State employment agencies have lists of jobs that are available. The lists are always changing. These agencies are busy and serve many people. Even if you have a job they can help you find a better one. They try to help you find the right job.

You will find the address and phone number of the local office listed in the white pages of the telephone book under the government listings for your state.

Handout 11
Sources of Job Information

SERVICES OF A GOVERNMENT EMPLOYMENT AGENCY

DIRECTIONS: READ THE FOLLOWING STATEMENTS AND QUESTIONS AND MATCH WITH THE BEST RESPONSE.

____1. I need a job. What agency can help me?

____2. What are some of the services available through the government agency?

____3. I'm not an American citizen and I can't pay any fees.

____4. I've never had a job. I'm not sure what job I'd even like.

____5. I want a job as a mechanic, but don't know what is available.

____6. Where is the nearest government agency?

A. Anyone can use the government employment agencies, and its free!

B. The government employment agency can be a good place to help you find a job.

C. Their services include counseling, training, job lists and placement.

D. You can find the address and phone number of the governmemt employment agency in the telephone book.

E. They have job lists at the employment agency that tell what jobs are available.

F. The job counselors can help you find the right job.

PRIVATE EMPLOYMENT AGENCIES

You are looking for a job in the help-wanted ads. You see this ad.

DELIVERY DRIVER FOR LOCAL FLORIST

FULL-TIME, LOCAL

221-1195 ACME PLACEMENT AGENCY

You dial the number hoping to talk to the florist. Instead of the florist, you talk to Tony Rivera. He tells you about the services of the Acme Placement Agency, a private employment agency. He will also tell you the following:

1. First you must come to the Acme Placement Agency office.
2. There you will see a job counselor.
3. The job counselor will explain the fee you must pay if Acme Placement Agency finds you a job.
4. The counselor will have you sign a contract agreeing to pay the fee when you get the job.
5. Then the job counselor will ask for some information about what kind of job you want. He will also ask what skills you have, and what experience you have.
6. Then the counselor will set up interviews for you for one or more jobs for which you are qualified.
7. If you do not get any of the jobs you interview for, you should return to the private employment agency and ask for more job interviews.

PRIVATE EMPLOYMENT AGENCY FEES

____The fee for most private employment agencies is a percentage of your first month's salary (or first year's salary).

____Some private employment agencies want the entire fee paid when you accept a job.

____Other private employment agencies allow you to pay the fee in installments for several months.

____If you lose the job in the first 90 days, part of the fee is refunded.

____Some employers pay the fee to the private employment agency for you. This is a "fee paid" job.

____Some employment agencies do not collect fees for finding jobs. These agencies sell lists of jobs. You pay them for a list. There is no guarantee that you will get any job on the list they sell you.

____Check with the Better Business Bureau about the honesty of any private employment agency. They will tell you if they have had any complaints about the agency you are going to use.

____See the yellow pages of the phone book for lists of private employment agencies. Look under "Employment Agency."

____Be sure you understand everything before you sign a contract. Find out what you will have to pay and when you will have to pay it.

HOW MUCH DO YOU HAVE TO PAY?

Vicki wanted to use a private employment agency to find a job. She decided to call different agencies to find out which charged the lowest fee. How much would Vicki have to pay each of the following agencies if they found her a job that paid $500 a month?

1. Agency A charges 6% of the annual salary. Vicki would have to pay_________________.
2. Agency B charges 8% of the annual salary. Vicki would have to pay_________________.
3. Agency C charges 60% of the first month's salary. Vicki would have to pay______________.
4. Agency D charges 75% of the first month's salary. Vicki would have to pay______________.
5. Agency E charges 50% of the first month's salary. They allow you to pay this in three installments without interest. How much will Vicki pay each month?__________________.
6. From question 4, how many months will Vicki pay?____________________.
7. Vicki was fired from her job after 45 days. she received back one half of her fee. Using the fee paid in answer 3, what is her refund?__________________.
8. Agency F sells lists of jobs. You pay $40 for a list. How much will they refund you if you do not find a job?________________________.

Handout 15
Sources of Job Information

CHECK TEST

CIRCLE T FOR THE TRUE STATEMENTS. CIRCLE F FOR THR FALSE STATEMENTS.

1. T F Some ads in the "help wanted" section are for private employment agencies.

2. T F A private employment agency charges a fee for its services.

3. T F First you sign the contract, then you read it carefully.

4. T F The more money your job pays, the smaller the fee you pay the employment agency.

5. T F A job counselor will only set up one job interview for you.

6. T F You pay the fee before the agency sends you on an interview.

7. T F The Better Business Bureau will probably know of any complaints about a private employment agency.

8. T F The job counselor will find out about your job skills and interests before he sends you out to interview.

9. T F You have several months to pay the fee if you accept a job.

Handout 16
Sources of Job Information

THE PERSONNEL OFFICE

PART I

Lee goes to the Belmont Auto Center to find out about a job. He enters and looks around. Finally, he sees a sign that shows him where to go.

PERSONNEL OFFICE

There are several people working in the personnel office. Lee goes up to the counter. A man walks over to help him. Lee introduces himself and tells the man he would like to apply for a job. The man gives Lee an application to fill out. Someone might interview Lee after he finishes the application. But sometimes an interview is arranged for another time. Usually, a company will call you for a job after checking the application. But companies do not always have a job opening. Someone may tell you, "Come back in 3 months." Someone may tell you, "We'll keep your application on file." This means the company will keep your application. If there is a job opening at another time, they might call you.

PART II CHECK WHAT YOU KNOW:

Mark the best ending for each sentence.

1. In the company personnel office, you complete

(a)________an application form. (b)________a help wanted ad.

2. You might also have

(a)________an interview. (b)________job training.

3. A personnel worker might put your application.

(a)________with another company. (b)_________on file.

4. If there is no personnel office, you should

(a)________ask to see the manager. (b)________go home.

Handout 17
Sources of Job Information

REQUESTING JOB INFORMATION ON THE PHONE

Henry's friend told him there was an opening at a local fast-food restaurant. Henry is calling to find out more about it. Read this dialogue as if you were Henry. Speak clearly and with confidence.

MANAGER: "Burger Palace."

HENRY: "Hello. This is Henry Harrison. May I speak to the person in charge of hiring."

MANAGER: "This is he."

HENRY: "My friend, Bob Elkins, told me you had an opening for a counter-person. I would like an appointment for an interview."

MANAGER: "Yes, that's true. We do have an opening. Do you have any experience?"

HENRY: "Yes. I worked at the counter of a fast - food restaurant in another town. We moved here to be closer to my wife's parents."

MANAGER: "I see. Well, can you come in tomorrow morning at 10?"

HENRY: "That will be fine. I'll see you tomorrow at 10. By the way, what's your name?"

MANAGER: "Mr. King. Mr. Stan King."

HENRY: "Thank you very much, Mr. King. Goodbye."

MANAGER: "Goodbye."

Handout 1
Sources of Job Information

TELL THE "WORLD"

Siu Mei is looking for a job. She is asking her friend Shirley for some advice.

Siu Mei: I really need to find a job. I don't want to have to depend on others for my support. Can you help me?

Shirley: I personally don't know of any job openings, but here's what I've found out. Most people don't find jobs from the usual places, like the help-wanted ads or employment agencies.

Siu Mei: They don't?

Shirley: No. Your best bet is to let as many people as possible know you are looking for a job. Tell your friends, relatives, teachers, and anyone else you meet. Ask them if they have any leads to jobs.

Siu Mei: I see. You kind of let the whole world know.

Shirley: That's right. You even ask your friends to ask other people about job openings.

Siu Mei: O.K. I'll start with my neighbor. His brother owns a landscape nursery. Maybe he can tell him how hard I have been working in my yard.

Shirley: Yes, that's a good idea. People who know something about you will really try to help.

Siu Mei: Thanks a lot.

Handout 2
Sources of Job Information

JOB SOURCES

A	B
1. So you want to find a job. Where do you start?	1. By telling relatives, neighbors, friends, and friends of friends.
2. O.K. Where are some places that you can read about job openings?	2. Community bulletin boards and the classified ads.
3. Where could you find the names and addresses of some specific businesses?	3. The yellow pages of the phone book.
4. Are there any agencies that help people find jobs?	4. Sure. Both public and private. But you have to pay a fee if you use a private agency.
5. If you are attending a school, can they help you find a job?	5. Maybe. Many community colleges and adult vocational schools have placement offices.
6. If you get into a job-training program will they help you find a job?	6. Sometimes. It's a good idea to ask them what your chances are at the beginning of the program.
7. Are there any other ways to find a job?	7. Well, sometimes if you work as a volunteer, your chances for getting hired are improved. The people you work with get to know you. You have your "toe in the door."

COMMUNITY BULLETIN BOARDS

A. HOUSE NEEDS PAINTING
435-6122 EVENINGS.

B. FOR SALE
1984 MOTORCYCLE.
$900. CALL BOB. 421-6666

C. GOOD GARDENERS. WE NEED WORK.
ANY DAY. ANY HOURS.
222-1212. ANDY OR BILL

D. HOUSEKEEPER WANTED.
TWICE WEEKLY. SALARY
NEGOTIABLE. CALL
SUSAN. 521-6565

QUESTIONS

1. Which phone numbers could you call if you wanted job?________________
2. If you wanted to paint the house in notice A, when would you call?_____
____
3. How much money would a housekeeper make?___________________________
4. How often would a housekeeper work?_________________________________
5. Is notice C a job opening?____

Handout 4
Sources of Job Information

THE YELLOW PAGES

The yellow pages of the telephone directory have information which can help you look for a job. The yellow pages have the names, addresses, and phone numbers of the businesses in the area. Most telephone directories have an index to the yellow pages. This index lists all of the business headings that are in the yellow pages.

Lee is a mechanic. He is not working now. He wants to visit some auto repair shops to apply for a job. He looks up "MECHANIC" in the index. It isn't listed. He looks up "GARAGE" and finds the heading "GARAGES - AUTO REPAIR . . . . 108." Lee checks page 108. He sees the heading "AUTOMOBILE REPAIRING AND SERVICE." All of the garages and auto shops are listed under this heading. They are in alphabetical order. He writes down the names, addresses and phone numbers of some of the garages. He will go to them to apply for a job.

THE YELLOW PAGES

Use the yellow pages of a telephone directory to complete exercise 2.

EXERCISE 1.

Put the following headings in alphabetical order: TIRES: WOOD CARVING: DAY CARE CENTERS: BUILDERS: BOAT REPAIRING: GARDENERS:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

EXERCISE 2.

Find the listing of a restaurant, a hospital, a garage, and a construction company. Write the name, address, and telephone number for each of these.

NAME ADDRESS TELEPHONE

1. ____________________

2. ____________________

3. ____________________

Handout 5
Sources of Job Information

USING THE HELP WANTED ADS

PART I

The help-wanted ads are found in the classified section of your local newspaper. Some people take the newspaper. If you don't, you can buy one at a drugstore or newstand. In the ads, you will find a brief description about a job opening. You will find the type of job, skills and experience you need to have. Sometimes they give the wages and ways to apply.

PART II

LIST IN ALPHABETICAL ORDER:

1. MECHANIC 1.______________________________
2. SECRETARY 2.______________________________
3. WAITRESS 3.______________________________
4. CARPET LAYER 4.______________________________
5. APARTMENT MANAGER 5.______________________________
6. DRIVERS 6.______________________________
7. BABYSITTER 7.______________________________
8. INSURANCE SALES 8.______________________________
9. PRESSER 9.______________________________
10. GARDENER 10.______________________________

Handout 6
Sources of Job Information

WRITE ABBREVIATIONS FOR THE FOLLOWING:

1. Use the first letter only:

with______ high school_____ female_____ full-time_____

words per minute____________ part-time________

2. Use first and last letters only:

hour______ week______ room______ month_____ year_____

3. Use first three letters:

salary__________ necessary__________ license__________

required_________ experience__________ answer__________

4. Use first three letters with last letter:

appointment_________________ assistant_________________

accountant__________________

5. Omit the vowels:

years___________ driver_____________ young_____________

phones__________

6. Omit the vowels and some consonants:

building__________________ manager_____________________

excellent_________________ bookkeeping_________________

Handout 7
Sources of Job Information

MATCH THE WORDS IN THE RIGHT COLUMN WITH THE ABBREVIATIONS ON THE LEFT:

1. yng.______________________________
2. gd.______________________________
3. mgr.______________________________
4. asst.______________________________
5. appt.______________________________
6. m.______________________________
7. lic.______________________________
8. nec.______________________________
9. ref.______________________________
10. ans.______________________________
11. pref.______________________________
12. ofc.______________________________
13. equip.______________________________
14. req.______________________________
15. p.t.______________________________

1. license
2. reference
3. assistant
4. required
5. male
6. equipment
7. neccessary
8. office
9. part-time
10. preferred
11. young
12. answer
13. manager
14. good
15. appointment

Handout 8
Sources of Job Information

REQUIREMENTS

READ THE ADS AND WRITE WHAT IS REQUIRED

PLUMBER. exp.
nec. $10 hr.
call 661-4321

1. ______________________________
____
____

CEMENT WORKER
drvr's lic. req.
Apply 506 N. 1st.

2. ______________________________
____
____

TYPIST p.t
sm. ofc. 55 wpm
Apply in person 6642 W. Black

3. ______________________________
____
____

OFFICE HELPER
No exp. nec. Must
work weekends. Call
Sue in personnel 758-0321

4. ______________________________
____
____

TEACHER, Math.
must hold valid
teaching cred. Apply
in writing to Union High
School, New City, CA 67801

5. ______________________________
____
____

Handout 9
Sources of Job Information

CHECK TEST

I. ALPHABETIZE THE FOLLOWING:

1. ELECTRICIAN 1.______________________
2. PLUMBER 2.______________________
3. TAXI DRIVER 3.______________________
4. POSTAL CLERK 4.______________________
5. CUSTODIAN 5.______________________
6. NURSE'S AIDE 6.______________________
7. CASHIER 7.______________________
8. SECURITY GUARD 8.______________________

II. WHAT DO THE FOLLOWING ABBREVIATIONS MEAN?

1. m. ______________________
2. req. ______________________
3. nec. ______________________
4. mo. ______________________
5. sal. ______________________
6. hrs. ______________________

III. WHAT REQUIREMENTS ARE NECESSARY? HOW DO YOU APPLY?

1. NEWSPAPER CARRIER. early morning, extra income, car necessary. call before noon 561-3781
   a.______________________
   b.______________________

2. WAITRESS. exp. req. Apply in person between 1-4p.m Joe's Pizza Palace, 612 Park Lane.
   a.______________________
   b.______________________

GOVERNMENT EMPLOYMENT AGENCY

A government employment agency can be a good place to help you find a job or acquire job skills. They offer many employment services such as: counseling, training, job lists and placement. When necessary, they can refer you to other helpful sources. Anyone can use the services and there is no charge.

The job counselors will want to know your interests and skills. They might ask you to indicate what you like to do and are able to do on a self-inventory. Sometimes they suggest that you learn new skills and give you sources for job training for the needed skills.

State employment agencies have lists of jobs that are available. The lists are always changing. These agencies are busy and serve many people. Even if you have a job they can help you find a better one. They try to help you find the right job.

You will find the address and phone number of the local office listed in the white pages of the telephone book under the government listings for your state.

Handout 11
Sources of Job Information

SERVICES OF A GOVERNMENT EMPLOYMENT AGENCY

DIRECTIONS: READ THE FOLLOWING STATEMENTS AND QUESTIONS AND MATCH WITH THE BEST RESPONSE.

____1. I need a job. What agency can help me?

____2. What are some of the services available through the government agency?

____3. I'm not an American citizen and I can't pay any fees.

____4. I've never had a job. I'm not sure what job I'd even like.

____5. I want a job as a mechanic, but don't know what is available.

____6. Where is the nearest government agency?

A. Anyone can use the government employment agencies, and its free!

B. The government employment agency can be a good place to help you find a job.

C. Their services include counseling, training, job lists and placement.

D. You can find the address and phone number of the governmemt employment agency in the telephone book.

E. They have job lists at the employment agency that tell what jobs are available.

F. The job counselors can help you find the right job.

Handout 12
Sources of Job Information

PRIVATE EMPLOYMENT AGENCIES

You are looking for a job in the help-wanted ads. You see this ad.

DELIVERY DRIVER FOR LOCAL FLORIST

FULL-TIME, LOCAL

221-1195 ACME PLACEMENT AGENCY

You dial the number hoping to talk to the florist. Instead of the florist, you talk to Tony Rivera. He tells you about the services of the Acme Placement Agency, a private employment agency. He will also tell you the following:

1. First you must come to the Acme Placement Agency office.
2. There you will see a job counselor.
3. The job counselor will explain the fee you must pay if Acme Placement Agency finds you a job.
4. The counselor will have you sign a contract agreeing to pay the fee when you get the job.
5. Then the job counselor will ask for some information about what kind of job you want. He will also ask what skills you have, and what experience you have.
6. Then the counselor will set up interviews for you for one or more jobs for which you are qualified.
7. If you do not get any of the jobs you interview for, you should return to the private employment agency and ask for more job interviews.

PRIVATE EMPLOYMENT AGENCY FEES

____The fee for most private employment agencies is a percentage of your first month's salary (or first year's salary).

____Some private employment agencies want the entire fee paid when you accept a job.

____Other private employment agencies allow you to pay the fee in installments for several months.

____If you lose the job in the first 90 days, part of the fee is refunded.

____Some employers pay the fee to the private employment agency for you. This is a "fee paid" job.

____Some employment agencies do not collect fees for finding jobs. These agencies sell lists of jobs. You pay them for a list. There is no guarantee that you will get any job on the list they sell you.

____Check with the Better Business Bureau about the honesty of any private employment agency. They will tell you if they have had any complaints about the agency you are going to use.

____See the yellow pages of the phone book for lists of private employment agencies. Look under "Employment Agency."

____Be sure you understand everything before you sign a contract. Find out what you will have to pay and when you will have to pay it.

Handout 14
Sources of Job Information

HOW MUCH DO YOU HAVE TO PAY?

Vicki wanted to use a private employment agency to find a job. She decided to call different agencies to find out which charged the lowest fee. How much would Vicki have to pay each of the following agencies if they found her a job that paid $500 a month?

1. Agency A charges 6% of the annual salary. Vicki would have to pay__________________.
2. Agency B charges 8% of the annual salary. Vicki would have to pay__________________.
3. Agency C charges 60% of the first month's salary. Vicki would have to pay________________.
4. Agency D charges 75% of the first month's salary. Vicki would have to pay________________.
5. Agency E charges 50% of the first month's salary. They allow you to pay this in three installments without interest. How much will Vicki pay each month?____________________.
6. From question 4, how many months will Vicki pay?______________________.
7. Vicki was fired from her job after 45 days. she received back one half of her fee. Using the fee paid in answer 3, what is her refund?_____________________.
8. Agency F sells lists of jobs. You pay $40 for a list. How much will they refund you if you do not find a job?____________________________.

Handout 15
Sources of Job Information

CHECK TEST

CIRCLE T FOR THE TRUE STATEMENTS. CIRCLE F FOR THR FALSE STATEMENTS.

1. T F Some ads in the "help wanted" section are for private employment agencies.

2. T F A private employment agency charges a fee for its services.

3. T F First you sign the contract, then you read it carefully.

4. T F The more money your job pays, the smaller the fee you pay the employment agency.

5. T F A job counselor will only set up one job interview for you.

6. T F You pay the fee before the agency sends you on an interview.

7. T F The Better Business Bureau will probably know of any complaints about a private employment agency.

8. T F The job counselor will find out about your job skills and interests before he sends you out to interview.

9. T F You have several months to pay the fee if you accept a job.

THE PERSONNEL OFFICE

PART I

Lee goes to the Belmont Auto Center to find out about a job. He enters and looks around. Finally, he sees a sign that shows him where to go.

PERSONNEL OFFICE

There are several people working in the personnel office. Lee goes up to the counter. A man walks over to help him. Lee introduces himself and tells the man he would like to apply for a job. The man gives Lee an application to fill out. Someone might interview Lee after he finishes the application. But sometimes an interview is arranged for another time. Usually, a company will call you for a job after checking the application. But companies do not always have a job opening. Someone may tell you, "Come back in 3 months." Someone may tell you, "We'll keep your application on file." This means the company will keep your application. If there is a job opening at another time, they might call you.

PART II CHECK WHAT YOU KNOW:

Mark the best ending for each sentence.

1. In the company personnel office, you complete

   (a)_________an application form. (b)_________a help wanted ad.

2. You might also have

   (a)_________an interview. (b)_________job training.

3. A personnel worker might put your application.

   (a)_________with another company. (b)__________on file.

4. If there is no personnel office, you should

   (a)_________ask to see the manager. (b)_________go home.

Handout 17
Sources of Job Information

REQUESTING JOB INFORMATION ON THE PHONE

Henry's friend told him there was an opening at a local fast-food restaurant. Henry is calling to find out more about it. Read this dialogue as if you were Henry. Speak clearly and with confidence.

MANAGER: "Burger Palace."

HENRY: "Hello. This is Henry Harrison. May I speak to the person in charge of hiring."

MANAGER: "This is he."

HENRY: "My friend, Bob Elkins, told me you had an opening for a counter - person. I would like an appointment for an interview."

MANAGER: "Yes, that's true. We do have an opening. Do you have any experience?"

HENRY: "Yes. I worked at the counter of a fast - food restaurant in another town. We moved here to be closer to my wife's parents."

MANAGER: "I see. Well, can you come in tomorrow morning at 10?"

HENRY: "That will be fine. I'll see you tomorrow at 10. By the way, what's your name?"

MANAGER: "Mr. King. Mr. Stan King."

HENRY: "Thank you very much, Mr. King. Goodbye."

MANAGER: "Goodbye."

Sources
of
Job Information

Independent Study
Module

Information for the Teacher

INDEPENDENT STUDY FORMAT

These modules were developed for ABE and ESL students who function at an intermediate level and above. While the primary emphasis is on life skills content, the basic skills of reading, writing, and math can be reinforced as students work through the materials.

INDEPENDENT STUDY FORMAT means that each module can be studied by students working independently. A few exercises need to be checked by a teacher. The majority can be checked by the students themselves.

PROCEDURE:

1. Separate the Pre-Post Test (blue) and the Answer Key (yellow) from the module pages (white).
2. Copy the Pre-Post test so you will have a pre-test and a post-test.
3. Put the Pre-Post Test Answer Key in a separate folder.
4. Have students take the Pre-Test. Correct their tests. If they score 85% or higher they do not have to go through the module.
5. If the students need to study the module, copy a set of white pages for each student.
6. Instruct students to read and follow the directions on each page. There is an answer key for most of the exercises on the last pages of each module.
7. When the students finish the module, give the Post-Test.
8. Record scores of Pre and Post-Tests.

MODULE TITLE: Sources of Job Information

KNOWLEDGE AREA: Occupational Knowledge

ESTIMATED TIME: 5 Hours

OBJECTIVES:

By the end of this module you will be able to:

A. List some sources of job information.

B. Interpret help-wanted ads.

C. Tell what the state employment agencies can do for you.

D. Tell what private employment agencies can do for you.

E. Describe procedures for applying for a job.

BEFORE YOU BEGIN, TAKE THE PRE-TEST.

It will show whether you need to study this module or not. Answer the questions on the Pre-Test. Give it to your teacher to be corrected. The teacher will tell you if you should continue with this module.

INTRODUCTION:

You don't have much money. You decide that you want to work. You want to find a job. Answer these questions:

1. How can you find out about jobs?____________________________.

2. Where can you look?____________________________________.

3. Who can you talk to?___________________________________.

Your answers are called "sources of job information."

This lesson will tell you the answers to these questions. It will tell you about "sources of job information."

Sources of Job Information

Directions: Cover up the answers in the "B" column. Read the questions and think about how you would answer them. Then compare your answers with the answers in column "B".

A	B
1. So you want to find a job. Where do you start?	1. You can tell your family, neighbors and friends. They might know about a job.
2. O.K. Where can you read about job openings?	2. Community bulletin boards and the classified ads, in the newspaper.
3. Where can you find the names and addresses of some businesses?	3. The yellow pages of the phone book.
4. Are there any agencies that help people find jobs?	4. Sure. Both public and private. But you have to pay a fee if you use a private agency.
5. If you are going to school, can they help you find a job?	5. Maybe. Many colleges and adult schools have placement offices.
6. If you get into a job-training program will they help you find a job?	6. Sometimes. You can ask them if they will help you find a job after the program.
7. Are there any other ways to find a job?	7. Yes. You can go to the personnel office of a business. You can fill out a job application there.

COMMUNIY BULLETIN BOARDS

Directions: Read the notices in the boxes below.
Then write answers to the questions
at the bottom of the page.

COMMUNITY BULLETIN BOARDS

A. HOUSE NEEDS PAINTING

435-6122 EVENINGS.

B. FOR SALE

1984 MOTORCYCLE

$900. CALL BOB. 421-6666

C. GOOD GARDENERS. WE NEED WORK.

ANY DAY. ANY HOURS.

222-1212. ANDY OR BILL

D. HOUSEKEEPER WANTED.
TWICE WEEKLY. SALARY
NEGOTIABLE. CALL
SUSAN. 521-6565

1. What is a Community bulletin board?________________________
2. Where can you sometimes find one?________________________
3. Look at the notices. Which phone numbers could you call if you wanted a job?________________________
4. If you wanted to paint the house in notice A, when would you call?____
5. How much money would a housekeeper make?________________________
6. How often would a housekeeper work?________________________
7. Is notice B a job opening?________________________
8. Is notice C a job opening?________________________

To check your answers, see Answer Key on page 23 .

THE YELLOW PAGES

Directions: Read this page and do the exercises below.

The yellow pages of the telephone book can help you look for a job. The yellow pages have the names, addresses, and phone numbers of the businesses in your area. Most telephone books have an index to the yellow pages. This has all of the business headings that are in the yellow pages. Lee is a mechanic. He is not working now. He wants to looks up "MECHANIC" in the index. It's not there. He looks up "GARAGE" and finds the heading "GARAGES - AUTO REPAIR. . . .108." Lee checks page 108. He sees the shops are here under this heading. They are in alphabetical order, from A to Z. He writes down the names, addresses and phone numbers of some of the garages. He will go to them to apply for a job.

EXERCISE 1.

Put the following headings in alphabetical order: TIRES: WELDING: DAY CARE CENTERS: BUILDERS: BOAT REPAIRING: GARDENERS:

1.____________________ 4.____________________

2.____________________ 5.____________________

3.____________________ 6.____________________

EXERCISE 2.

Use the yellow pages of a telephone book to do this exercise:

Find a listing for a restaurant, a hospital, a garage, and a construction company.

Write the name, address, and telephone number for each of these.

NAME ADDRESS TELEPHONE

1.____

2.____

3.____

4.____

To check your answers see Answer Key on Page 23

USING THE HELP WANTED ADS

Directions: Read Part I and do the exercise in Part II.

PART I

The help-wanted ads are in the classified section of the newspaper. You can read about job openings in the ads. You can find jobs, and the skills and experience you need to have. Sometimes the ads give the wages and how to apply. The jobs in the ads are in alphabetical order.

PART II

Here are some jobs you might see in the help-wanted ads.

LIST IN ALPHABETICAL ORDER:

1. MECHANIC 1. ____________________
2. SECRETARY 2. ____________________
3. WAITRESS 3. ____________________
4. CARPET LAYER 4. ____________________
5. APARTMENT MANAGER 5. ____________________
6. DRIVERS 6. ____________________
7. BABYSITTER 7. ____________________
8. INSURANCE SALES 8. ____________________
9. PRESSER 9. ____________________
10. GARDENER 10. ____________________

To check your answers see Answer Key on Page 23

ABBREVIATIONS

Help-wanted ads use abbreviations. Abbreviations are shortened words. There are different ways to abbreviate words.

Directions: Now you will write some abbreviations. Each number tells you what to do.

1. Use the first letter of each word only:

   with________ high school__________ female__________ full-time_________

   words per minute____________ part-time____________

2. Use the first and last letters only:

   hour________ week_______ room_______ work________ good______ year______

3. Use the first three letters:

   salary________ necessary____________ license__________ required________

   experience___________ answer_____________

4. Use the first three letters with the last letter:

   appointment__________ assistant____________ accountant______________

5. Take out the vowels (a e i o u):

   years_________ driver__________ young__________ phones_____________

6. Take out the vowels and some consonants:

   building____________ manager_____________ bookkeeping______________

To check your answers, see Answer Key on Page 23

MORE PRACTICE WITH ABBREVIATIONS

Directions: Match the words on the right with the abbreviations on the left.

1. yng. ____________________
2. gd. ____________________
3. mgr. ____________________
4. asst. ____________________
5. appt. ____________________
6. m. ____________________
7. lic. ____________________
8. nec. ____________________
9. ref. ____________________
10. ans. ____________________
11. pref. ____________________
12. ofc. ____________________
13. equip. ____________________
14. req. ____________________
15. p.t. ____________________

a. license
b. reference
c. assistant
d. required
e. male
f. equipment
g. necessary
h. office
i. part-time
j. preferred
k. young
l. answer
m. manager
n. good
o. appointment

To check your answers, see Answer Key on Page 24

REQUIREMENTS

Help-wanted ads usually tell what skills you need to get the job. The skills you need are called requirements. They may tell you if experience is necessary.

Help-wanted ads also tell you what to do to answer the ad. You may have to call a phone number, write a letter, or go yourself to an address in the ad.

Directions: Read the ads below and tell -What the requirments are.

-What to do.

PLUMBER. exp. nec. $10 hr. call 661-4321	1. Requirements: ____________ ____________ What to do: ____________
CEMENT WORKER drvr's lic. req. Apply 506 N. 1st.	2. Requirements: ____________ ____________ What to do: ____________
TYPIST p.t. sm. ofc. 55 wpm. Apply in person 6642 W. Black	3. Requirements: ____________ ____________ What to do: ____________
OFFICE HELPER No exp. nec. Must work weekends. Call Sue in personnel 758-0321	4. Requirements: ____________ ____________ What to do: ____________
TEACHER, Math must hold valid teaching cred. Apply in writing to Union High School New City, CA. 67801	5. Requirements: ____________ ____________ What to do: ____________

To check your answers, see Answer Key on Page 24

USING YOUR LOCAL NEWSPAPER

Directions: Get a newspaper and use the classified ads section to complete this page.

1. Look at the Index on the front page of the classified ads section. An index tells you what's inside. Find the Employment section in the index. Find the Help Wanted section under Employment.

What is the number next to Help Wanted?________________

Look in the Classified ads for this number.

You will find the Help Wanted ads.

2. Rememeber that the Help Wanted ads are in alphabetical order. Look at the ads and answer "Yes" or "No". Are there any ads for:

a. mechanics?________________

b. housekeepers?____________

c. cooks?__________________

d. secretaries?________________

e. waiters or waitresses?________________

3. Copy one of the Help Wanted ads.

____

____

____

a. What is required for this job?________________________________

b. How do you apply?________________________________

c. Does it say anything about salary?________________________________

d. Does it say anything about the job hours?________________________________

Have your teacher check your work.

CHECK TEST

I. Alphabetize the following:

1. Electrician 1.____________________
2. Plumber 2.____________________
3. Taxi Driver 3.____________________
4. Postal Clerk 4.____________________
5. Custodian 5.____________________
6. Nurse's Aide 6.____________________
7. Cashier 7.____________________
8. Security Guard 8.____________________

II. What do the following abbreviations mean?

1. m. ____________________
2. req. ____________________
3. nec. ____________________
4. mo. ____________________
5. sal. ____________________
6. hrs. ____________________

III. a. What requirements are necessary? b. How do you apply?

1. NEWSPAPER CARRIER.
   early morning, extra
   income, car necessary.
   call before noon
   561-3781

   a.____________________
   b.____________________

2. WAITRESS. exp. req.
   Apply in person between
   1-4 p.m. Joe's Pizza Palace
   612 Park Lane.

   a.____________________
   b.____________________

To check your answers, see Answer Key on Page __24__

GOVERNMENT EMPLOYMENT AGENCY

Directions: Read this page.

A government employment agency can be a good place to help you find a job. They can help you with counseling, training, job lists and placement. They can tell you about other helpful sources. Anyone can use the services and there is no charge.

The job counselors will want to know your interests and skills. Interests are things that you like to do. Skills are things that you can do. They might ask you about your interests and skills on a self-inventory. Sometimes they will tell you you should learn skills. They can tell you about job training programs.

State employment agencies have lists of jobs. The lists are always changing. These agencies are busy and help many people. Even if you have a job they can help you find a better one. They try to help you find the right job.

You will find the address and phone number of a government employment agency in the white pages of the telephone book under the government listings for your state.

SERVICES OF A GOVERNMENT EMPLOYMENT AGENCY

Directions: Read the questions on the left. Look for the best answer for each question. Write the letter of that answer on the line.

Questions:	Answers:
____1. I need a job. What agency can help me?	A. Anyone can use the government employment agencies, and it's free.
____2. What can the government employment agency do for me?	B. The government employment agency can be a good place to help you find a job.
____3. I'm not an American citizen and I can't pay any money. What agency can I use?	C. The agency can help you with counseling, training, job lists, and placement.
____4. I've never had a job. I'm not sure what kind of job I want. Who can help me?	D. You can find the address and phone number of the government employment agency in the telephone book.
____5. I want to be a mechanic, but I don't know about any jobs. Where can I find a job list?	E. They have job lists at the employment agency that tell you about jobs.
____6. Where is the nearest government agency?	F. The job counselors can help you find the right job.

To check your answers, see Answer Key on Page 24

PRIVATE EMPLOYMENT AGENCIES

PART I

Directions: Read Part I

You are looking for a job in the help-wanted ads. You see this ad.

DELIVERY DRIVER FOR LOCAL FLORIST

FULL-TIME, LOCAL

221-1195 ACME PLACEMENT AGENCY

You dial the number to talk to the florist. The florist doesn't answer. You talk to Tony Rivera. He tells you about the Acme Placement Agency, a private employment agency. He will tell you the following:

1. First you must come to the Acme Placement Agency office.
2. You will see a job counselor.
3. The job counselor will tell you about the fee you must pay if Acme Placement Agency finds you a job. A fee means some money. It's like a bill.
4. You will sign a contract. The contract says that you will pay the fee when your get the job.
5. Then the job counselor will ask for some information about what kind of job you want. He will also ask what skills you have, and what experience you have.
6. The counselor knows about many jobs in the area. He will set up interviews for you for one or more jobs.
7. If you do not get any of the jobs you interview for, you should return to the private employment agency and ask for more job interviews.

PART II

Directions: Write True or False on the line before each sentence.

________1. The counselors in the private employment agency know about many jobs.

________2. The counselor will ask you questions about what you can do.

________3. If you don't get a job after an interview, you must go to a different agency.

________4. If the private employment agency helps you find a job, you pay them some money.

________5. You must go to a private employment agency to find a job.

To check your answers, see Answer Key on Page 25

PRIVATE EMPLOYMENT AGENCY FEES

PART I

Directions: Read Part I

_____The fee for most private employment agencies is part of your first month's salary (or first year's salary.)

_____Some private employment agencies want all of the fee paid when you get a job.

_____Other private employment agencies tell you that you can pay the fee in installments for several months. For example, if the fee is $200, you might pay $50 for 4 months.

_____If you lose the job in the first 90 days, part of the fee is paid back to you.

_____Some employment agencies sell lists of jobs. You pay them for a list. You don't pay them after you find a job. But you might not get a job from the list. You will not get your money back.

_____Check with the Better Business Bureau about any private employment agency. They will tell you if they have had any problems with the agency you are going to use.

_____See the yellow pages of the phone book for names of private employment agencies. Look under "Employment Agency".

_____Be sure you understand everything before you sign a contract. Find out what you will have to pay and when you will have to pay it.

PART II

Directions: write True or False on the line before each sentence.

_____1. All private employment agencies sell lists of jobs.

_____2. If you lose a job, you get all of your fee money back.

_____3. If you don't understand a contract, you shouldn't sign it.

_____4. If you buy a list and you don't get a job, you can get your money back.

_____5. If the agency helps you find a job, you have to pay them part of your first month's or first year's salary.

To check your answers, see the Answer Key on Page 25

HOW MUCH DO YOU HAVE TO PAY?

Directions: Read this page and complete the exercise.

Vicki wanted to use a private employment agency to find a job. She decided to call different agencies to find out which charged the lowest fee. How much would Vicki have to pay each of the following agencies if they found her a job that paid $500 a month?

Exercise:

1. Agency A charges 6% of the annual salary. Annual means for one year, or twelve months. Vicki would have to pay________________________________.
2. Agency B charges 8% of the annual salary. Vicki would have to pay_____.
3. Agency C charges 60% of the first month's salary. Vicki would have to pay________________________.
4. Agency D charges 75% of the first month's salary. Vicki would have to pay________________________.
5. Agency E charges 50% of the first month's salary. Vicki can pay this in five installments without interest.
   (a) How many months will she pay?_________________
   (b) How much will Vicki pay each month?__________________
   (c) What is the total she will pay?________________
6. Which agency has the lowest fee, A, B, C, D, or E?_______________
7. Vicki was fired from her job after 45 days. She received back one half of her fee. If the fee was $200, what is her refund?________________
8. Agency F sells lists of jobs. Vicki can pay $40 for a list. How much will they pay her back if she doesn't find a job?_________________

To check your answers, see the Answer Key on Page 25

CHECK TEST

Directions: Circle T for the true statements. Circle F for the false statments.

1. T F Some ads in the "Help Wanted" section are for private employment agencies.
2. T F A private employment agency charges a fee for its services.
3. T F First you sign a contract, then you read it carefully.
4. T F The more money your job pays, the smaller the fee you pay the private employment agency.
5. T F A government employment agency charges a fee for its services.
6. T F A government employment agency can tell you about job training programs.
7. T F The Better Business Bureau will probably know of any problems with a private employment agency.
8. T F A job counselor will find out about your job skills and interests before he sends you out to interview.
9. T F You always have several months to pay the private agency's fee if you get a job.
10. T F You can find addresses of employment agencies in the telephone book.

To check your answers, see Answer Key on Page 25

THE PERSONNEL OFFICE

Directions: Read Part I and complete Part II.

PART I

Lee goes to the Belmont Auto Center to find out about a job. He enters and looks around. Finally, he sees a sign that shows him where to go.

PERSONNEL OFFICE

There are several people working in the personnel office. Lee goes up to the counter. A man walks over to help him. Lee introduces himself and tells the man he would like to apply for a job. The man gives Lee an application to fill out. Someone might interview Lee after he finishes the application. But sometimes an interview is arranged for another time. Usually, a company will call you for a job after checking the application. But companies do not always have a job opening. Someone may tell you, "Come back in 3 months." Someone may tell you, "We'll keep your application on file." This means the company will keep your application. If there is a job opening at another time, they might call you.

PART II — CHECK WHAT YOU KNOW:

Mark the best ending for each sentence.

1. In the company personnel office, you complete

    (a)_________an application form. (b)_________a help wanted ad.

2. You might also have

    (a)_________an interview. (b)__________job training.

3. A personnel worker might put your application

    (a)_________with another company. (b)___________on file.

4. If there is no personnel office, you should

    (a)_________ask to see the manager (b)___________go home.

To check your answers, see Answer Key on Page 25

REQUESTING JOB INFORMATION ON THE PHONE

Henry's friend told him there was an opening at a local fast-food restaurant. Henry is calling to find out more about it.

Directions: Read the dialogue below. Fill in the blanks with words from the WORD LIST.

WORD LIST: appointment, experience, hiring, name, opening, thank you, tomorrow morning

MANAGER: "Burger Palace."

HENRY: Hello. This is Henry Harrison. May I speak to the person in charge of ______ (1)

MANAGER: "This is he."

HENRY: "My friend, Bob Elkins, told me you had an ______ (2) for a counter-person. I would like an ______ (3) for an interview."

MANAGER: "Yes, that's true. We do have an opening. Do you have any ______ (4)?

HENRY: "Yes. I worked at the counter of a fast-food restaurant in another town. We moved here to be closer to my wife's parents.

MANAGER: "I see. Well, can you come in ______ (5) at 10?

HENRY: "That will be fine. I'll see you tomorrow at 10. By the way, what's your ______ (6)?"

MANAGER: "Mr. King. Mr. Stan King."

HENRY: ______ (7) very much, Mr. King. Goodbye."

MANAGER: "Goodbye."

To check your answers, see Answer Key on Page 25
Congratulations! You are finished. Now take the Post Test.

ANSWER KEY

Answers to Page 4

1. A place where people can put notices. Notices might tell about things for sale (Notice B), help-wanted (Notices A, D), or job wanted (Notice C).
2. Grocery stores, post offices, schools, city hall
3. 435-6122 and 521-6565
4. Evenings
5. It's negotiable. That means you and the employer can decide together.
6. Twice weekly. That means two times every week.
7. No. It's about a motorcycle for sale.
8. No. It's about a job wanted. It means these gardeners want to work.

Answers to Page 5 & 6

Exercise 1

1. Boat Repairing 2. Builders 3. Day Care Centers 4. Gardeners

5. Tires 6. Welding

Exercise 2

Show the teacher your work.

Answers to Page 7

1. Apartment manager 2. Babysitter 3. Carpet Layer 4. Drivers

5. Gardener 6. Insurance Sales 7. Mechanic 8. Presser 9. Secretary

10. Waitress

Answers to Page 8

1. w. h.s. f. f.t. w.p.m. p.t.
2. hr. wk. rm. wk. gd. yr.
3. sal. nec. lic. req. exp. ans.
4. appt. asst. acct.
5. yrs. drvr. yng. phns.
6. bldg. mgr. bkpg.

ANSWER KEY

Answers to Page 9

1. young 2. good 3. manager 4. assistant 5. appointment 6. male

7. license 8. necessary 9. reference 10. answer 11. preferred

12. office 13. equipment 14. required 15. part-time

Answers to Page 10

1. Requirements: experience necessary, what to do: Call 661-4321

2. Requirements: driver's license, what to do: go yourself to 506 N. 1st

3. Requirements: type 55 words per minute, what to do: go yourself to 6642 W. Black

4. Requirements: work weekends, what to do: Call Sue in personnel 758-0321

5. Requirements: hold valid teaching credential, what to do: write a letter to Union High School

Answers to Page 12

1. cashier 2. custodian 3. electrician 4. nurse's aid 5. plumber

6. postal clerk 7. security guard 8. taxi driver

II

1. male 2. required 3. necessary 4 month 5. salary 6. hours

III

1. a. car b. call before noon, 561-3781

2. a. experience b. apply in person between 1 and 4 p.m.

Answers to Page 14

B 1.

C 2.

A 3.

F 4.

E 5.

D 6.

ANSWER KEY

Answers to Page 16

Part II

1. True 2. True 3. False 4. True 5. False

Answers to Page 18

1. False 2. False 3. True 4. False 5. True

Answers to Page 19

1. $360
2. $480
3. $300
4. $375
5. (a) 5 (b) $50 (c) $250
6. Angency E
7. $100
8. Nothing

Answers to Page 20

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. T
9. F
10. T

Answers to Page 21

1. a
2. a
3. b
4. b

Answers to Page 22

1. hiring
2. opening
3. appointment
4. experience
5. tomorrow morning
6. name
7. thank you

PRE-POST TEST

I. Directions: Write as many sources of job information as you can.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

II. Directions: Look at these ads. (a) What is required? (b) How do you apply?

1. SECRETARY. typing 80 wpm. no shorthand req. gd. salary send resume to 3706 North S. St.

a. What is required?__________

____

b. How do you apply?__________

____

2. MECHANIC. exp. req. local ref. needed. Call 785-2316

a. What is required?__________

____

b. How do you apply?__________

____

3. DRVR. Truck lic. nec. Must be over 25. Apply Dublin Truck 107 S. Breezeway.

a. What is required?__________

____

b. How do you apply?__________

____

III. DIRECTIONS: On each line write the letter "G" if the sentence tells about a government employment agency. Write "P" if it tells about a private employment agency. If it tells about both, write "G" and "P".

________1. You can find the agency in the white pages of the phone book under the state you live in.

________2. The service is free.

________3. You will probably have to sign a contract.

________4. They have job counselors to help you find the right job.

________5. You will have to pay a fee.

________6. You might find the jobs in the classified ads.

________7. They have lists of jobs.

IV. DIRECTIONS: Mark the best ending for each sentence.

1. You can apply for a job at a company

a.________business office.

b.________personnel office.

2. An "application on file" means

a.________you need to come back next week.

b.________the company will keep your application.

BEST COPY AVAILABLE

Sources of Job Information
Answer Key

PRE-POST TEST

I. DIRECTIONS: Write as many sources of job information as you can.

1. relatives, friends and neighbors
2. bulletin boards
3. personnel offices
4. yellow pages of the phone book
5. state employment agencies
6. private employment agencies
7. help-wanted ads
8. school placement offices

II. DIRECTIONS: Look at these ads. (a) What is required? (b) How do you apply?

1. SECRETARY. typing 80 wpm.
no shorthand req. gd. salary
send resume to 3706 North S. St.

a. What is required? typing 80 wpm.

b. How do you apply? send a resume to 3706 N. S. St.

2. MECHANIC. exp. req. local
ref. needed. Call 785-2310

a. What is required? experience local references

b. How do you apply? Call 785-3210

3. DRVR. Truck lic. nec. Must
be over 25. Apply Dublin Truck
107 S. Breezeway.

a. What is required? truck driver's license

b. How do you apply? Go in person to the company at 107 S. Breezeway

BEST COPY AVAILABLE

III. DIRECTIONS: On each line write the letter "G" if the sentence tells about a government employment agency. Write "P" if it tells about a private employment agency. If it tells about both, write "G" and "P".

G 1. You can find the agency in the white pages of the phone book under the state you live in.

G 2. The service is free.

P 3. You will probably have to sign a contract.

G & P4. They have job counselors to help you find the right job.

P 5. You will have to pay a fee.

P 6. You might find the jobs in the classified ads.

G & P 7. They have lists of jobs.

IV. DIRECTIONS: Mark the best ending for each sentence.

1. You can apply for a job at a company

a.________business office.

b.___X___personnel office.

2. An "application on file" means

a.________you need to come back next week.

b.___X___the company will keep your application.

Group Career Guidance Activities

INTRODUCTION

The purpose of the group guidance section of the CASAS Career Guidance Series is to provide materials for modules which counselors or teachers may use in their Career Guidance Groups.

Participants entering an adult program usually have a goal of finding employment. Selecting the career they want often takes some time and involves decision making skills, self-examination, and goal setting. Participants often look to the school counselor or teacher for assistance in this process.

The group guidance activities are designed for counselor/teacher use. The materials included may be used as is or adapted for the population being served. The worksheets are examples of the types of materials the group facilitator may wish to use. The group facilitator is encouraged to use or generate additional materials for use in career guidance.

Student goals are listed following this introduction. It is suggested that career guidance workshops be limited to 15 participants.

GROUP SESSION GOALS:

----- To expose participants to practical ways of choosing a career or vocation.

----- To develop participant self-knowledge and self-confidence in making career choices.

----- To assist participants in formulating career or vocational choices.

----- To administer career and/or vocational interest inventories designed to enhance the decision making process.

----- To expose participants to resources applicable to their career or vocational directions.

CAREER ORIENTATION COMPETENCIES

GROUP SESSION COMPONENT

At the completion of the group career guidance sessions, participants will:

1. Identify their own personality traits in relation to their occupational choice.
2. Describe their personal interests and vocational skills.
3. State the reasons why they have chosen a particular career or vocation on the basis of interest, skills, personality, workplace and desirable job situation.
4. Seek out information pertaining to training schools, job qualifications, and skills requirements.
5. Successfully undergo a mock job interview.

INTAKE

Intake includes gathering of background information from participants about their educational and work histories, their current skills and vocational plans. Usually this is done when a person enters a program.

A sample form follows which should be adapted to meet local program needs. In designing an intake form, consider gathering only that information which is needed locally to make program placement decisions for participants and information which will assist participants in their career decision process.

Sample Intake Form

STUDENT PROFILE DATE:____________________

NAME:______________________________________ SEX M________ F________
Last First Middle

ADDRESS:____
Number Street City Zip Code

PHONE:___(   )______________________________ Soc. Sec. No.______-___-______
Area Number (optional)

PLACE OF BIRTH____________________________ NATIVE LANGUAGE______________

ETHNIC GROUP: 1. Asian_____ 2. Caucasian______ 3. Philipino_____

4. Hispanic______ 5. Black_________ 6. Other________

How long have you lived in the United States? ________years _______months

How many years did you attend school?

a. in the U. S. ______________ c. in a refugee camp __________

b. in another country ___________

EDUCATIONAL GOALS

Why do you want to go to school now? (check as many as you want)

a. to enter a job training program __________________________________

b. to get a job (or a better job) ___________________________________

c. to get along better in everyday life______________________________

d. to pass the GED ____

e. to get a high school diploma ______________________________________

f. to go to college ____

g. to start a business ____

h. personal reasons ____

i. other (please describe)____

VOCATIONAL GOALS

Please check one:

________ I want a job now.

________ I want a job later, after I learn ____________________

________ I'm looking for a job. In what area? ________________

________ I don't need a job at this time.

In order of preference, what jobs would you like?

1st choice ____________________

2nd choice ____________________

3rd choice ____________________

Do you have a job now? __________

a. part-time ___________ b. full-time ___________

If yes, what kind of job do you have? ______________________

JOB TRAINING

Did you have job training in the U. S.? ______________________

Did you have job training in your country? ____________________

What kind of job training have you had? ______________________

WORK HISTORY

DATES WORKED	OCCUPATION	CITY	WHAT I LIKED ABOUT THE JOB	WHAT I DIDN'T LIKE ABOUT THE JOB

DO NOT WRITE BELOW THIS LINE

TESTING INFORMATION: (i.e.: listening, lifeskills, reading, math)

DATE	TEST-FORM	SCORE	SKILL

VOCATIONAL PLANS (from personal interview)

SHORT TERM	INTERMEDIATE	LONG TERM

COMMENTS

PROGRAM PLACEMENT

DATE	PROGRAM/ACTIVITY	OBJECTIVE	LENGTH	HRS. PER DAY

DATE FOR FURTHER ADVISEMENT

________________________ Counselor: ________________________

________________________ Counselor: ________________________

________________________ Counselor: ________________________

________________________ Counselor: ________________________

________________________ Counselor: ________________________

CAREER DECISION MAKING

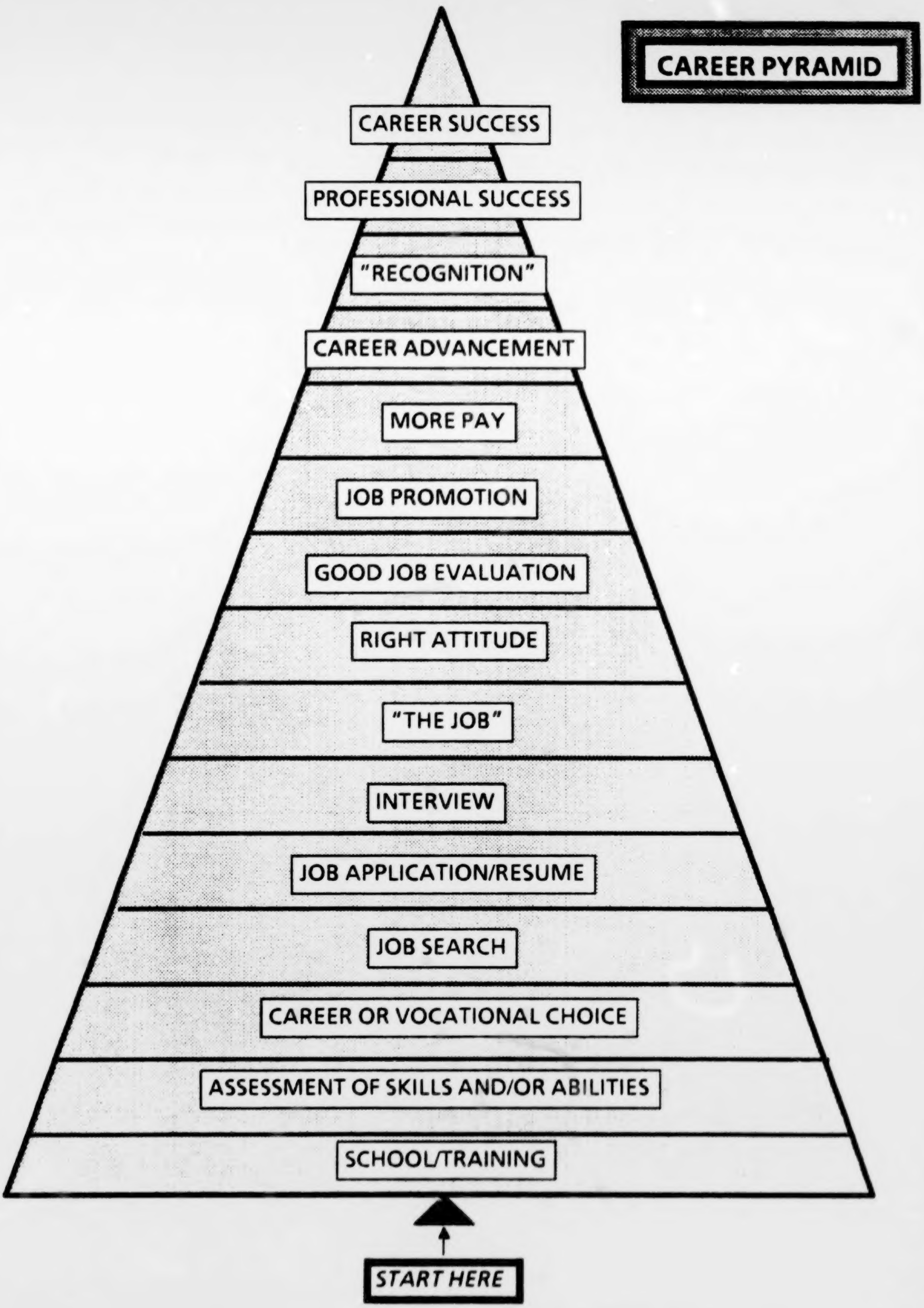
Before coming to any conclusions about your career or vocational choice, you may wish to find out more about yourself. An understanding of who you are and what you VALUE will help you make more realistic choices when choosing a career.

When you make a career or vocational choice you are deciding about the type of work you will do, where you will do it and around what type of people you will work. The amount of pay you receive for your work and possibilities for advancement are important. Other important considerations are having time for family and friends and other commitments.

One way to help you clarify your work values is to identify the satisfactions you hope to get from your work and what interests you. The exercises that follow are designed to help you with the decision making process.

Career decision making can be a long process. You may repeat it many times. The career pyramid is one way to look at the steps of career decision-making.

CAREER PYRAMID


CAREER SUCCESS
PROFESSIONAL SUCCESS
"RECOGNITION"
CAREER ADVANCEMENT
MORE PAY
JOB PROMOTION
GOOD JOB EVALUATION
RIGHT ATTITUDE
"THE JOB"
INTERVIEW
JOB APPLICATION/RESUME
JOB SEARCH
CAREER OR VOCATIONAL CHOICE
ASSESSMENT OF SKILLS AND/OR ABILITIES
SCHOOL/TRAINING
START HERE

WORD AND PHRASE DEFINITIONS

The following words and phrases are commonly used in career decision making. You may like to discuss these words and give additional examples to the meanings clearer. The list can be kept for future reference or refresher.

1. Problem Solving Ability- -

   - See and find a problem and decide how to correct it.

   Ex. Auto mechanics who spend time fixing cars need problem-solving abilities.

2. Ability to Use Tools and Machinery- -

   - Able to work with your hands using machines.

   Ex. Toolmakers who use machine tools and precision measuring instruments to produce other tools and metal forms need skill in this area.

3. Instructs Others- -

   - the ability to help others learn how to do or understand something.

   Ex. Receptionists, teachers and hotel clerks help others in this way.

4. Repetitious- -

   - Ability to do work where the same thing is done over and over again.

   Ex. Assemblyline workers do repetitious work.

5. Physical Stamina- -

   - Ability to lift heavy weights, walk long distances, stand for long periods, or stoop frequently.

   Ex. Bricklayers, police officers and chefs all need physical stamina.

6. Generally Confined- -

- The ability to stay in one place most of the time.

Ex. Truck drivers who sit behind the wheel for many hours and statistical clerks who do their work at a desk for most of the day.

7. Precision- -

- Ability to do work which involves high standards of accuracy.

Ex. Accountants, air traffic controllers.

8. Detailed Work- -

- Ability to work with numbers, data or written materials.

Ex. Computer programmers or machinists who consult blue prints before making a product.

9. Frequent Public Contact- -

- Ability to work daily with people who need information or service.

Ex. Auto service advisers, receptionists, hotel clerks, bank tellers and barbers.

10. Creativity- -

- Ability to create new ideas, programs or products.

Ex. Writers, industrial designers and engineers require creativity in their work.

11. Influences Others- -

- Ability to make people think or act in a certain way not by force but by talking and convincing others.

Ex. Automobile salespeople who influence customers to buy and teachers who make their students want to learn.

12. Able to See Results- -

- To do work or jobs where something is made, done or completed which can be seen or measured.

Ex. A cook or chef prepares and cooks the meal to get it ready for serving.

13. Initiative- -

- Ability to tell what needs to be done and the willingness to do it without being told.

Ex. Lawyers, newspaper reporter.

14. Works as Part of a Team- -

- Ability to cooperate with co-worker is a major part of the job.

Ex. Instrument makers and school counselors.

15. Competition on The Job- -

- Ability to compete with co-workers for recognition or advancement as a basic part of the job.

Ex. College teachers who compete for tenure, securities sales workers who compete for commissions.

16. Hazardous- -

- Ability to work with dangerous equipment or materials or work in dangerous surroundings.

Ex. Elevator constructors who work at great heights have hazardous jobs.

17. Outdoors- -

- Ability to do work that requires a major portion of time to be spent outdoors, frequently without regard to weather conditions.

Ex. Roofers, mail carriers.

18. Polite- -

- Trait of showing good manners toward others; being courteous.

Ex. Most employers and co-workers like to work with polite people.

19. Loyal- -

- Trait of being faithful to your employer or government.

Ex. A loyal employee carries out the interests of his/her employer.

20. Neat- -

- A way to dress or appear that is pleasant and orderly.

Ex. Many employers judge job applicants on their neat appearance.

21. Self-control- -

- The personal ability to control your actions, or feelings.

Ex. Employers look for employees who have self-control. These employees do not "blow up" or get angry with others often.

22. Success- -

- To achieve or reach your goal.

Ex. Successful employees are ones who get their job done and reach their goals.

23. Data- -

- Information or facts that are known.

Ex. Most employers have aplicants fill out personal data information which can be name, address, phone number, education or previous employers.

24. Pressure- -

- The feeling that many things need to be done at one time.

Ex. Some jobs are full of pressure. Many things happen at once and there never seems to be enough time to get the job done.

25. Responsibility- -

- Reliability or taking care to see that the job is done well.

Ex. Employees have a responsibility to get their jobs done and on time.

26. Skill- -

- The ability to do something well. Good skills, such as at drawing usually take practice as will as knowledge.

27. Interest- -

- A thing you like to do and spend your time doing.

Ex. Some people have an interest in machines, some like cooking.

28. Fame- -

- To be known by many people.

Ex. Movie stars, politicians and astronauts have fame.

29. Social Activities- -

- Things people do after work hours.

Ex. Most people have many social activities they enjoy doing. These people often are more successful at their work since they enjoy many things.

30. Nature- -

- A person's character or usual mood.

Ex. Some people are cheerful or considerate in nature.

31. Power- -

- To be in control of others.

Ex. An employer usually has power or control over the employees.

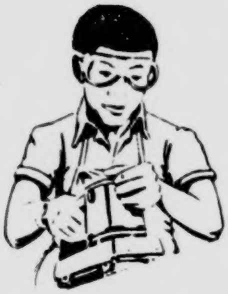
Each participant needs to be encouraged to look at and begin to recognize his/her own strengths and weaknesses, likes and dislikes.

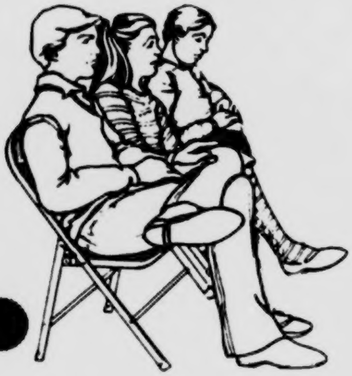
As participants go through the exercises, try to point out consistency (or inconsistency) in responses. For example, outdoor hazardous work frequently requires great physical stamina. One of the roles of a career counselor is to assist participants in recognizing these occupational patterns and associating them with personal preferences and abilities.

THERE ARE THREE TYPES OF PEOPLE:

THOSE WHO MAKE THINGS HAPPEN

☞



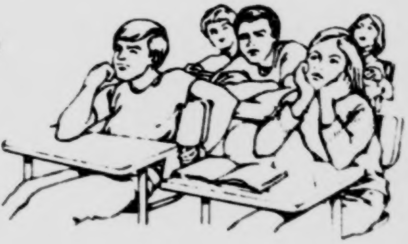


THOSE WHO WATCH THINGS HAPPEN

☜

AND THOSE WHO WONDER WHAT HAPPENED

☞



Decide which type you are now. Then decide if you want to change your type.

1. Which type are you?

   ____

2. Which type do you want to be?

   ____

FACTCRS WHICH INFLUENCE YOUR CAREER CHOICE

These are all things to think about when tying to decide what kind or kinds of work you might like. There are no "right" answers for everyone; you can only decide what is "right" for you.

Yes	No		Description
______	_____	1. Do you like to solve problems?	Requires the ability to identify a problem and then decide what should be done to correct it. Auto mechanics, who spend much of their time fixing cars, need problem-solving ability.
______	_____	2. Do you like to use tools/machinery?	Takes a talent for working with one's hands. Often, knowing how machines work is necessary too. Toolmakers, who use machine tools and precision measuring instruments to produce other tools and metal forms, need skill in this area.
______	_____	3. Do you like to instruct?	Needs the ability to help others learn how to do or understand something. Receptionists and hotel clerks help others in this way.
______	_____	4. Do you like to do repetitious work?	Involves work in which the same thing is done over and over again. An assembler who works on a production line does repetitious work.
______	_____	5. Do you have physical stamina?	Involves the ability to lift heavy weights, walk long distances, stand for long periods, or stoop frequently. Brick layers, police officers, and chefs all need physical stamina.
______	_____	6. Do you like to work in one place?	Involves staying in one place most of the time. Truck drivers who sit behind the wheel for many hours and statistical clerks who do their work at a desk for most of the day are examples.

YES	NO		
______	______	7. Are you precise?	Involves high standards of accuracy. Accountants, air traffic controllers, and mechanics are examples.
______	______	8. Do you like to do detail work?	Involves technical data, numbers, or written materials. Machinists who consult blueprints or written specifications before making each machined product, and programmers who write instructions for the computer are examples.
______	______	9. Do you like to work with the public?	Involves day-to-day contact with people who need information or service. Automobile service advisers, receptionists, hotel clerks, bank tellers, waiters, and barbers are all examples.
______	______	10. Are you creative?	Involves new ideas, programs, designs, or products. Writers, industrial designers, and engineers are examples of the many different kinds of jobs requiring creativity.
______	______	11. Do you like to influence others?	Requires the ability to stimulate others to think or act in a certain way. Automobile sales workers and others in sales who influence customers to buy do this kind of work.
______	______	12. Do you like to see a project through to the end?	Refers to jobs that produce an actual product or accomplishment. Bricklayers, chefs, and choreographers all see results.
______	______	13. Do you have initiative?	Demands the ability to determine on one's own what should be done, as well as the motivation to do it without close supervision. Lawyers and newspaper reporters need initiative.

YES	NO		
_____	_____	14. Do you like to work as part of a team?	Cooperation with co-workers is an integral part of the job. Instrument makers who work closely with scientists and engineers to translate designs into models and school counselors who work closely with other staff members are examples.
_____	_____	15. Are you competitive?	Competition with co-workers for recognition or advancement is an integral part of the job. College teachers who compete for tenure, securities sales workers who compete for commissions, and models who compete for assignments are all examples.
_____	_____	16. Can you deal with hazards?	Involves the use of dangerous equipment or materials or work in dangerous surroundings. High rise builders, who work at great heights, have hazardous jobs.
_____	_____	17. Do you like the outdoors?	Requires a major portion of time to be spent outdoors, frequently without regard to weather conditions. Roofers, who apply roofing materials to the top of buildings, work outdoors.
_____	_____	18. Do you want to work part time?	Refers to work of less than 35 hours a week. Waiters and waitresses and real estate agents are examples.

PERSONALITY SELF EVALUATION

Personality is one of the most important things which causes people to like you. You can understand yourself better if you know your own personality.

The following chart will help you know yourself better. Mark one box in each line that you think describes you best.

PERSONAL TRAITS	Always	Often	Sometimes	Seldom	Never
Polite					
Helpful					
Loyal					
Honest					
Friendly					
Neat					
Self-Control					
Sense of Humor					
On Time					
Plans for Future					
Desire to Succeed					

What can I do to improve?____

____

WORK SITUATION

Check the situation in which you would like to work.

Answer all questions.

SITUATION	Most Want to Work	Sometimes Want to Work	Least Want to Work
Work outdoors			
Work indoors			
Work with people			
Work with things			
Work with data			
Work under pressure			
Be your own boss			
Work needing responsibility			
Work in supervising people			
Work in an office			
Work needing travel			
Work different hours			
Work with telephones			
Work using hands			
Work using art			

INSTRUCTIONS

Give each student a copy of the "Interest List" handout then read and discuss the interests with your students. You may wish to add more information or get pictures which may illustrate people applying these interests in the world of work.

Suggested discussion questions for participants:

1. What job names or titles are associated with each interest area?
2. Where do these jobs occur?
3. What do people do in their work with each interest area?
4. How do you prepare or train for these jobs?
5. What's the range of jobs, skilled or unskilled in each area?

Student knowledge can be supplemented with pictures, speakers, field trips or outside contact assignments.

INTEREST FACTORS

WHAT ARE INTERESTS? This is a question you may ask yourself when thinking about choosing your career. Your personal interests are factors that influence the career you choose. For example:

You're an independent, creative person.
This means that you have

ARTISTIC INTEREST

OR

PERHAPS, you like to use tools when you put things together or take them apart. This means that you have

MECHANICAL INTEREST

Consider the following interest factors when you think about a career for yourself:

STUDENT HANDOUT

INTEREST LIST

Interest	Description
ART	Interest in creating things using ideas and feelings.
SCIENCE	Interest in finding, collecting, and researching information about nature as it relates to medicine, life science, and natural science.
BIOLOGY	Interest in activities dealing with plants and animals, usually outdoors.
PROTECTION	Interest in protecting people and property.
MECHANICAL	Interest in working with and repairing mechanical things using machines, hand tools, or technical instruments.
INDUSTRY	Interest in doing the same things many times, often working with details and usually in a factory.
BUSINESS	Interest in activities that need accuracy and attention to detail, mainly in an office.
SELLING	Interest in selling and promoting products or services.
SERVICE	Interest in carrying out the wishes of others, such as in a restaurant or hotel.
PEOPLE	Interest in helping others with their mental, physical, social, spiritual, or vocational needs.
LEADERSHIP	Interest in leading others through activities involving verbal and decision-making skills.
PERFORMING	Interest in doing activities in front of an audience.

INSTRUCTIONS

The following interest factor list may be used as a framework for an introduction to interests. Your participants may catagorize their interests in these 12 Interest Factor Catagories when examining what they like or dislike doing. When examining their skills these catagories may also be useful.

After giving each participant the Interest Factor List, you may wish to read it to them or have them read it aloud in the group.

Additional exercises such as catagorizing their interests and skills may be helpful to their understanding of the material. (See the student handout following the Interest Factor List.) An additional exercise is to ask what participants think of when they think artistic. These ideas or concepts can be written on a board for all to share. This process helps to build common understanding of any unfamiliar terms.

Participants may develop a list of job titles that are included in each interest area.

INTEREST FACTORS

Direction: Check YES or NO for each interest. Remember there are no correct answers for everyone. Check your answer to describe your interest.

YES	NO		
______	______	ARTISTIC	- Do you like to create new things which express or tell your feelings or ideas?
______	______	SCIENTIFIC	- Do you like to discover, collect and analyze information about the Natural World? Do you like to apply scientific research findings to problems in medicine, life sciences, and Natural Sciences?
______	______	PLANTS AND ANIMALS	- Do you like to work with or handle plants and animals? This is often done outside.
______	______	PROTECTIVE	- Do you like to use interest in authority to protect people and property? Police and fire fighters do this.
______	______	MECHANICAL	- Do you like to apply mechanical principles to practical situations using machines, tools, or techniques?
______	______	INDUSTRIAL	- Do you like to do repetitive, concrete and organized activities in a factory or shop?
______	______	BUSINESS/ DETAIL	- Do you like to do organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting?
______	______	SELLING	- Do you like to bring others to a point of view through personal persuasion, using sales and promotion techniques?

YES	NO		
______	______	ACCOMMODATING	- Do you like to adapt yourself to the wishes or needs of others?
______	______	HUMANITARIAN	- Do you like to help others with their mental, spiritual, social, physical, or vocational needs?
______	______	LEADING/ INFLUENCING	- Do you like to lead and influence others through activities involving high-level verbal or numerical abilities?
______	______	PHYSICAL PERFORMING	- Do you like to perform before an audience?

INTEREST FACTOR EXERCISE

Which of the interests listed on the Interest Factor page best describes you? You may find more than one of your interests described. If so, identify more than one.

List them below:

1.

2.

3.

Now, what? You have discovered at least one interest. Where do you go from here?

What about the skills identification for these interests? What skills do you need to learn for the interest you have? Read the Skills Identification Sheet on the next page. Perhaps the exercise will help you identify your skills and also help you find out the skills you need for the interest you have.

SKILLS IDENTIFICATION KEY CONCEPTS

1. A skill is an ability that is acquired through learning.

2. Knowing which skills you have is as important in making a career decision as knowing your interests.

3. Participants should be able to use some of their present skills in their chosen career. For skills that they do not presently possess, they should be able to identify those related to their career interests. They should also know where they can acquire these skills or places where they can receive training.

4. In order to make a sound career decision, it is important for participants to consider their present skills in relation to their interest. Moreover, they must be able to apply their present skills to the actual career they wish to have in the future.

Student Handout

SKILLS IDENTIFICATION

Directions: Skills are things you can do. You can learn how to do them and practice to do them better. Below check the blanks next to the statements that you feel are true about you. Then number them from 1-12 (1) being what you do the best and (12) what you do not do well or enjoy.

______	ARTISTIC	Make or do something which is pleasing to see.
______	SCIENTIFIC	Find a new way to do something or collect and analyze information about nature and apply scientific research findings to medicine, life science or natural science.
______	PLANTS AND ANIMALS	Do activities which involved plants and or animals in the outdooors or a sheltered setting.
______	PROTECTIVE	Use legal ways of protecting others and property.
______	MECHANICAL	Use mechanical ways of doing things in everyday situations and making use of hand tools or machines.
______	INDUSTRIAL	Do routine activities which are exact and organized in a factory or shop setting.
______	BUSINESS DETAIL	Organize clearly defined activities which require accuracy and attention to detail in an office setting.
______	SELLING	Win people over to my way of thinking by talking to them using my ability to convince or persuade with selling techniques.
______	ACCOMMODATING	Do things for other persons because they wish for them to be done.
______	HUMANITARIAN	Help others who have personal, mental, social, spiritual, physical or vocational problems.
______	LEADING/ INFLUENCING	Lead or influence others by using my ability to talk.
______	PHYSICAL PERFORMING	Do something physical in front of others while they watch.

Student Worksheet

MATCHING INTERESTS AND SKILLS

Directions: Record your interest areas from your INTEREST FACTORS checklist in the left column. Record your skill areas numbers (1-12) in the right column. Most people enjoy work most when they use both their interests and skills. Look at your list. Circle the areas that you are interested in and you have some skills.

INTEREST FACTORS		SKILL AREAS
____________	ARTISTIC	____________
____________	SCIENTIFIC	____________
____________	PLANTS & ANIMALS	____________
____________	PROTECTIVE	____________
____________	MECHANICAL	____________
____________	INDUSTRIAL	____________
____________	BUSINESS/DETAIL	____________
____________	SELLING	____________
____________	ACCOMMODATING	____________
____________	HUMANITARIAN	____________
____________	LEADING/INFLUENCING	____________
____________	PHYSICAL/PERFORMING	____________

Think about the kinds of jobs found in these areas.

List two or three (or more) below

1. ______________________________
2. ______________________________
3. ______________________________

The next exercise will have you list some job interests and skills. Pick an area you circled on the list above.

SKILLS NEEDED FOR THE INTEREST YOU HAVE

List two of your vocational interests using the Interest List sheet as your guide.

Job Interest #1	Job Interest #2
________________	________________
Skills needed to work in that job:	Skills needed to work in that job:
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

EXAMPLE

Job Interest:

Mechanical

Skills needed to work in that job:

Understand simple instruction

Perform routine tasks

Explain use of machine

Moving hands and eyes together

SKILLS AND VOCATIONAL INTEREST EXERCISE

List two jobs you would like to have. Then, using the Skills List and Interest List, fill in the blank spaces.

EXAMPLE

The title of the first job I want is Mechanic.
I am interested in this job because I enjoy routine tasks and I like to work by following instructions. I also enjoy using my eyes and hands when I work.
I have the ability to do work as a mechanic. I can follow simple instructions and do not tire of routine work

A. The title of the first job I want is ______________________.

I am interested in this job because I ______________________

____

____.

I have the ability to ______________________________

____.

B. The title of the second job I want is ______________________.

I am interested in this job because I ______________________

____

____.

I have the ability to ______________________________

____.

INSTRUCTIONS

After participants have completed this exercise you may wish to introduce information lists of schools or centers where they may be able to study if necessary, to acquire the skills they need.

Participants may wish to also go to a local Library Reference Section or career center for further reseach.

Student Worksheet

TRAINING NEEDED FOR YOUR VOCATIONAL INTEREST

Fill in the blanks using the information from the previous page. Which skills do you need to learn to do the job in your area of interest?

Example:

In order to work as a Mechanic,

I need to learn how to identify the different types of tools used by mechanics. I need to learn more about automobiles since I want to be an auto mechanic. I need to learn to calculate the charges for parts and labor.

1st Choice

In order to work as a ____,

I need to learn how to ____

____

____.

2nd Choice

In order to work as a ____,

I need to learn how to ____

____

____.

3rd Choice

In order to work as a ____,

I need to learn how to ____

____

____.

INTEREST - VALUES

The following exercises begin to relate interests and abilities to work habits and values.

Participants could work in small groups discussing and sharing their responses.

Again stress that there are no right answers. The exercises should be supplemented with facilitated group discussions which point out the variety of conditions, abilities, interests, values and preferences which affect the career decision-making process. Participants should listen to each other's responses without making judgments about them.

Student Worksheet

SELF-EVALUATION CHECKLIST

PROFESSIONAL TRAITS

Instructions: Rate yourself on the items listed below. The traits listed on the left are ones employers often look for in successful employees. After you finish, think of the steps you may wish to take to improve yourself.

Professional Traits	Always	Often	Sometimes	Seldom	Never
Smart					
Responsible					
Self-Confident					
Leader					
Work with People					
Handle Problems					
Competitive					
High Energy					
On Time					
Take Directions					

Steps for improvement: ______________________________

____

____

____

Student Worksheet

VALUES LIST

Using #1 as what is most important to you, list the things that you value a lot.

Fame
Money
Power
Family
Health
Religion
Social Activities
Nature
Art
Music
Sports
Work
Cultural Activities
Education
Others:
____

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

SELF EVALUATION INVENTORY

INTEREST - PERSONALITY - VALUES

I. Employment Situations

Instructions:

Read the work situations below. Place a check in the column that describes most closely how you feel about each one.

Very Important	Important	Not Very Important	
_____	_____	_____	1. Work Outdoors
_____	_____	_____	2. Work Indoors
_____	_____	_____	3. Work with Ideas
_____	_____	_____	4. Work with People
_____	_____	_____	5. Work with Things
_____	_____	_____	6. Work with Data
_____	_____	_____	7. Work in a Competitive or Pressure Situation
_____	_____	_____	8. Work in a Non-Competitive, Unpressured Situation
_____	_____	_____	9. Being your own Boss
_____	_____	_____	10. Work Requiring a Great Deal of Responsibility
_____	_____	_____	11. Work Involving the Supervision or Leadership of People
_____	_____	_____	12. Work in an Office
_____	_____	_____	13. Work Requiring Travel from Place to Place
_____	_____	_____	14. Work with Varied (Flexible) Hours

If you want to explain any of your answers please write the number of the situation and your explanation below.

II. Personality

Instructions:

Answer the following questions by placing an X in the space next to the box that most closely describes your personality.

Outgoing

_____ I like being around people and am comfortable talking and beginning conversations with them.

Moderately Outgoing

_____ I like people but I am not always friendly and comfortable around them.

Shy

_____ I am shy around people. I tend to stay away from people.

How would you like to be? ____

____

III. Values

Instructions:

List and explain in the spaces below the things of greatest value to you. Values may include your interest in fame, power, religion, humanism, family, health, aesthetics, creativity, social activities, traditions, etc.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

IV. Purpose - Goal - Direction

Instructions:

Attempt to answer the following questions.

1. What dreams, hopes, and serious thoughts have you had regarding your goal(s) in life?

2. What steps have you taken toward realizing some of your goals?

V. Evaluation

You have just participated in a self-evaluation exercise to help you understand yourself better. We did not wish to give you advice or tell you what to do. You are the only person who can solve your own problems and give your life direction and purpose. We are here to help you on your way.

What have you learned about yourself from this Self Evaluation Inventory?

Directions

PUTTING IT ALL TOGETHER, is designed to 1) assist the participant in making career choices, 2) help them chose a career area and 3) consider the training needed for that choice. (A review from an earlier exercise.)

The participant will need to think about wages, benefits and the probability of employment and promotions after finding the job.

If possible encourage the participants to do the exercises and to share their answers with a small group or with the entire class.

Participants may need to review the vocabulary list and discuss any unfamiliar or unclear concepts/words.

CAREER EXPLORATION

GOALS

Goals are what you desire to do in the future. Some careers or vocations will help you more than others to meet your goals.

This exercise is designed to help you become aware of and identify your future goals.

List as many goals as you can think of:

Example: I want to be a Business Administrator.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

I want to ______________________________.

PUTTING IT ALL TOGETHER VOCABULARY

1. Exploration
2. Training
3. Stable
4. Wear
5. Promotion
6. Benefits
7. Tuition
8. Freedom
9. Directly
10. Indirectly
11. Salary
12. Ponder
13. License
14. Certificate
15. Wages
16. Working conditions

Student Worksheet

THINK THEN DECIDE QUESTIONS

Directions: Before making career choices, you should ask yourself some of the following questions:

1. What type of training will I receive?
2. How long will this training be?
3. Will I be able to learn this job within the amount of time given for the training?
4. How stable is this kind of job?
5. Are employers hiring more people to work in this field or are they losing employees?
6. What kind of work place will I work in?
7. How do people in this field feel about their work?
8. What do I have to wear to work?
9. Do employees wear uniforms? Who pays for the uniforms?
10. Do I think that I can fit in?
11. How far will I need to travel to and from work everyday?
12. Will I be able to get a promotion after I work awhile at this job?
13. What kind of benefits does this kind of job usually offer?
14. Do people in this job usually have a chance to go to school either during company time or have their tuition paid for by the company?
15. Are people in this job closely supervised?
16. How much freedom is there in doing this job?
17. Does this job involve dealing with people directly or indirectly?
18. Does this job involve working with things?
19. Does this job involve working with paper, data, or information?
20. Do I work indoors or outdoors?

THINK THEN DECIDE QUESTIONS

21. Do I work with plants or animals?
22. What will be my job title?
23. What is the average salary for this job?
24. Do I want to do this for the rest of my life?

List five questions from this exercise that are very important to you. Use #1 as the most important to you and #5 as the least important.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

Student Worksheet

CAREER INFORMATION FORM

DIRECTIONS: This worksheet asks you to find out some more information about specific jobs or careers you are interested in. Use books, the library, your teacher, friends or people you know who work in this job to help you answer the questions.

Write in your job or career choice ______________________________

1. What kinds of skills does this job or career require?

2. What kind of training is needed for this job? Where is the training available?

3. Does the job require more schooling? If yes, which schools can I possibly attend for training?

4. Does the job require a license or certificate? Where do I apply? What are the requirements for the license?

CAREER INFORMATION FORM (con't.)

5. What are the wages, working conditions, benefits and hours? Are there good chances for promotions?

____

____

____

6. Where can I apply for work in this career? List names#and addresses.

____

____

____

7. The steps I need to take to enter this career are:

____

____

____

TRAINING

INSTRUCTIONS

Carefully discuss each of the following pages of the Student Handouts with the class and visit a local library for assistance, if possible. (The library visit may be an assignment if you are not able to take the group.)

The participants could role play getting information from a school counselor in class and then do this as an assignment. You may want to make additional copies of the Information Request Conversation Form for this assignment.

If possible, include a map of your community with job# training agencies identified.

Participants may need to review the vocabulary list and discuss any unfamiliar or unclear concepts/words.

WHERE TO GO TO LEARN NEW SKILLS

WHEN you decide on the type of work you want to do, you often need to learn NEW SKILLS. WHERE do you go to learn these needed SKILLS? Often schools and vocational training centers are the answer. Sometimes you will also find jobs that will train you. You will also find employers who require some kind of previous skills training.

You can look in the telephone directory for further information. Turn to the "Schools" section in the Yellow Pages or the name of the school in the White Pages. Often community colleges, adult education, government-sponsored programs or Regional Occupational Programs (ROP) offer free or low-cost job training. Private schools offer job training too but often cost more.

VII

TRAINING VOCABULARY

1. Request
2. Conversation
3. Program
4. Full-time
5. Part-time
6. Attend
7. Appointment
8. Resource
9. Vocation
10. Transportation
11. Schedule

Student Worksheet

INFORMATION REQUEST CONVERSATION FORM

Now you know the questions to ask when choosing a career and where to get training. Call a school and ask the following questions. Ask about a specific job training program if you know what you are really interested in.

Name of School ______________________

Phone number ______________________

Your call may sound like this . . . .

"Hello. May I speak to your school counselor?"

When the counselor answers the phone ask . .. .

"Hello, would you answer a few questions, please?"

"What kinds of training programs do you have?"

"How long does this program take to complete?" ______________

"Is this program full-time or part-time?" ______________

"How many hours per week do I need to attend classes?" ______________

"Do I have to pay to attend your school?" ______________

If yes, "How much does it cost?" ______________

"When do classes begin?" ______________

If you want more information ask -

"May I make an appointment to see you?"

Date: ______________

Time: ______________

Name of Counselor: ______________

"Thank you".

Student Handout

EVALUATING THE SCHOOL'S TRAINING AND MORE

Below you are provided with possible questions to ask yourself after you have called a school or training program and have received some information about their offerings.

1. Were any programs taught at the school related to your vocational or career choice? Yes______ No_______
2. If no, where else can you call? (Look at your list).
3. If yes, now what? Perhaps you could make an appointment with the counselor to see the school or talk with the teachers at the school.
4. When you finish the program, what kinds of jobs could you accept?
5. If there is a tuition fee,how can you afford it?
6. How will you travel to and from school?
7. Are you able to arrange for transportation or use public transit?
8. Will you be able to practice the skills you learn? Perhaps you can volunteer with an organization or company.
9. Will your schedule allow time for study and homework? If yes, how much time will you need each day?
10. Will your schedule allow you personal time for friends, family, relatives, and other activities?

JOB SEARCH SECTION

INSTRUCTIONS

The Job Search section is designed to help the participants locate possible resources to begin their search for employment. Some of the handouts may be useful to them when organizing their resources. Several other handouts you may wish to use in group discussions are included:

-Do's and Don'ts About Finding A Job

-Interview Evaluation Form

-Why A Person Is Not Hired For A Job

-Attitudes At Work

-The World Of Work Summary

-Job Information Request Form - may be used to get help in a career center or library.

Participants may need to review the vocabulary list and discuss any unfamiliar or unclear concepts/words.

JOB SEARCH VOCABULARY

1. Resource
2. Community
3. Appearance
4. Confidence
5. Nervous
6. Immature
7. Polite
8. Employee
9. Employer
10. Supervisor
11. Interviewer
12. Negative
13. Excuses
14. Goals
15. Conceited
16. Lazy
17. Intolerant
18. Prejudice
19. Appreciate
20. Experience
21. Discuss
22. Approach
23. Respect
24. Dignity

JOB SEARCH VOCUABULARY (cont'd)

25. Apoligize
26. Untidy
27. References
28. Safe
29. Regulations
30. Policies

COMMUNITY RESOURCE LIST

WHERE TO LOOK FOR JOBS:

COMPANY PERSONNEL OFFICES

NEWSPAPER WANT ADS

FRIENDS AND RELATIVES

CALIFORNIA EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)

LOCAL GOVERNMENT EMPLOYMENT AGENCIES/CIVIL SERVICE DEPARTMENTS

SCHOOL CAREER CENTER

COUNSELORS AND TEACHERS

JOB TRAINING PROGRAMS

TELEPHONE BOOKS

UNION OFFICES

LIBRARY RESOURCES

SPECIAL GROUPS

CALIFORNIA DEPARTMENT OF REHABILITATION

SCHOOL ALUMNI ORGANIZATIONS

SALVATION ARMY

NEIGHBORHOOD COMMUNITY CENTERS

VETERANS ADMINISTRATION

WOMEN IN APPRENTICESHIP

Student Handout

STUDENT COMMUNITY RESOURCE LIST

INSTRUCTIONS

Below you will find a list of community resources. Fill in the blanks with each resource's address and/or telephone number. You may wish to use the telephone yellow and/or white pages for this exercise.

LIBRARY

____

____

____

UNION PERSONNEL

____

____

____

WOMEN'S GROUPS

____

____

____

CITY & COUNTY EMPLOYMENT OFFICE

____

____

____

EMPLOYMENT DEVELOPMENT OFFICE (E.D.D.)

____

____

____

CHAMBER OF COMMERCE

____

____

____

FEDERAL EMPLOYMENT AGENCIES

____

____

____

PRIVATE EMPLOYMENT AGENCY

____

____

____

Student Handout

STUDENT COMMUNITY RESOURCE LIST (cont'd)

EMPLOYMENT SERVICES FOR VETERANS

____

____

____

SCHOOL CAREER CENTER

____

____

____

SALVATION ARMY

____

____

____

DEPARTMENT OF REHABILITATION

____

____

____

COMMUNITY RESOURCE LIST WORKSHEET FORM

INSTRUCTIONS:

Below are blanks which you may wish to use for resources you want to remember. First write the name of the company, agency or resource you wish to list. Then write the address and telephone number. You may wish to write the name of a contact person if you have space.

Ex. Chamber of Commerce ________	________________
465 California Street ________	________________
392-4511 ________	________________
George Clark ________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

INTERVIEW EVALUATION FORM

INSTRUCTIONS

The Interview Evaluation Form can be used by participants who are observing a mock interview. After the interview the participant who filled out the evaluation form is to give it to the one interviewed as personal feedback. Encourage participants to make constructive comments. You may decide that the person doing the evaluation should remain anonymous; if so, please state this prior to the evaluations.

Mock interviews can be video taped to give participants a chance to see and hear themselves as they appear to others.

Student Handout

INTERVIEW EVALUATION FORM

____
Name of Interviewee

Check the answer you choose in the column next to the question.

	YES	NO
1. Was the person relaxed?		
2. Did the person talk too much or too little?		
3. Did the person answer the interviewer's questions?		
4. Did the person give examples of work experience or training?		
5. Did the person convince you that they could do the job?		
6. Did the person thank the interviewer for the interview?		
7. Would you hire this person if you were the boss?		

Comments:____

____

____

Optional:
Your name____________________________

Today's date__________________________

STUDENT WORKSHEET

JOB INFORMATION REQUEST FORM

NAME ______________________ REFERRED BY ____________________

DATE ____________________

Please provide information on the occupations checked below:

PROFESSIONAL, TECHNICAL & MANAGERIAL

_____ Accounting
_____ Advertising & Pub. Relations
_____ Architects
_____ Artists & Designers
_____ Athletes (P.E. & Recreation)
_____ Data Processors
_____ Dentists
_____ Dieticians
_____ Educators (incl. Guid. & Admin.)
_____ Engineers & Tech. (Gen'l)
Specify types:
____
_____ Foreign Language Work
_____ Foresters
_____ Home Economists
_____ Labor Relation Specialists
_____ Lawyers
_____ Librarians & Museum Workers
_____ Management & Business Admin.
_____ Mathematicians
_____ Medicine & Health Service (Gen.)
Specify areas:
____
_____ Performing artists
_____ Personnel Administrators
_____ Pharmacists
_____ Photographers
_____ Psychologists
_____ Purchasing Agents
_____ Radio & Television Broadcasters
_____ Religous Workers
_____ Scientists (General Information)
_____ Scientists (Earth & Geo.)
_____ Scientists (Physcial)
_____ Social Worker
_____ Veterinarians
_____ Writers, Editors & Journalists

SERVICE OCCUPATIONS

_____ Attendants & Misc. Workers
_____ Building Maintenance
_____ Domestic Workers
_____ Funeral Workers
_____ Personal Services
_____ Protective Services (Law Enforcement & Fire)

AGRICULTURE, FISHING & FOREST WORK

_____ Farmer
_____ Wild Life Conservationist
_____ Fish Industry Worker
_____ Forest Workers
_____ Horticulture & Garden Workers

SKILLED CRAFTS & TRADES

_____ Building & Construction Workers
Specify types:
____
_____ Electrician & Plumber
_____ Machine Trades & Metal Workers
Specify types:
____
_____ Printing & Graphic Arts

FIELDS OF BUSINESS & INDUSTRY

_____ Manufacturers & Processers
Specify types of products:
____
_____ Communications Workers
_____ Public Utilities Workers
_____ Finance, Insurance & Real Estate
_____ Government Service
    _____ Civil Servie
    _____ Foreign Service
    _____ Military Service

Other Occupations: ____

____

JOB INFORMATION REQUEST FORM (cont'd)

CLERICAL, SALES & RELATED WORK

_____ Bookkeepers, Cashiers & Checkers
_____ Clerks (General)
_____ Dental & Medical Assistants
_____ Office Machine Operators
_____ Secretaries & Stenos
_____ Telephone Operators
_____ Salesperson (Gen. & Retail)

HOTEL & RESTAURANT

_____ Hotel Worker
_____ Restaurant Worker

TRANSPORTATION

_____ Air
_____ Land
_____ Water

DIRECTORIES & OTHER REFERENCES

_____ College Catalogues
Specify Institutions:
____
____
_____ Occupational Guides
_____ Occupational Outlook Handbook
_____ Encyclopedia of Careers

WHY A PERSON IS NOT HIRED FOR A JOB

Listed below are common reasons reported by interviewers for why people are not hired. The reasons are not listed in order of importance.

1. Unsatisfactory appearance
2. Too forceful and conceited
3. Uses poor grammar
4. Speaks too softly or too loudly
5. Career goals are not clear
6. Appears that he/she does not care about the job
7. Lacks confidence
8. Looks nervous
9. Interested only in money, not the job
10. Makes excuses for him/herself
11. Does not answer questions directly
12. Seems immature
13. Does not want to start at the bottom
14. Expects too much, too soon
15. Is not polite
16. Makes negative statements about past employer
17. Does not like responsibilities
18. Looks tired and not all there
19. Does not look interviewer in the eye
20. Has weak handshake
21. Cannot make decisions

Why a Person Is Not Hired (Con't.)

22. Application form is not complete or neat
23. Applies for many jobs at the same time
24. Wants job only for a short time
25. No sense of humor
26. Does not know very much about the job
27. Has no interest in company or industry
28. States that he/she knows very important people
29. Will not take job at a different location
30. Thinks that people want to use him/her
31. Admits to being lazy
32. Intolerant or has strong prejudices
33. Will not accept another job that is almost the same
34. Is not flexible
35. Does not like to be in company activities
36. Not interested in community events
37. Does not appreciate the value of experience
38. Own ideas are very different from employer's ideas
39. Late to interview
40. Does not ask questions about job
41. Brings friends or relatives to the interview
42. Cannot express self clearly
43. Does not say "thank you" at the end of the interview

Student Handout

DO'S AND DON'TS ABOUT FINDING A JOB

DO talk about your skills for the job opening.

DO discuss experiences you have which would fit you for the job.

DO talk and think about the future rather then the past.

DO try to learn about the company and its product ahead of time.

DO give an air of confidence.

DO approach an employer with respect and dignity.

DO try to be helpful in your attitude.

DO maintain your poise and self-control.

DO try to be calm and breath easily.

DO hold yourself straight.

DO apply for a specific job.

DO answer questions honestly.

DO say what you can do for the company.

DO have a list of former employers, time and dates of service.

DO let as many people as possible know that you are looking for a job.

DO tell the job interviewer about your good citizenship, attendance record, and excellent safety habits.

DON'T keep talking about your need for the job.

DON'T discuss past experience that does not apply to the job opening.

DON'T apologize for your age.

DON'T be untidy in appearance.

DON'T give the idea that you know everything.

DON'T speak in a very soft voice.

DON'T say that you can do anything.

DON'T fake answering questions.

DON'T ask about salaries and hours early in the interview.

DON'T refuse to fill out an application, give references, take a test or physical examination on request.

DON'T make the interview longer when it should be over.

DON'T go to an interview without a resume.

DON'T arrive late and short of breath for an interview.

DON'T depend on the telephone in looking for a job.

DON'T feel that the world owes you a living.

Student Handout

ATTITUDES AT WORK

The single most important factor in job success is attitude. This is demonstrated by the fact that the main reason workers lose their jobs is because of poor attitude. A recent study of beginning workers who had been fired showed that eighty per cent (80%) were dismissed due to their inability to get along with other employees. People with positive attitudes adjust well to fellow workers. They are usually happier individuals. People like them. They enjoy a greater feeling of job success.

Your attitude is your outlook on life. It is shown by the way you behave in the presence of other people. Negative attitudes can be changed if you work on them. Positive attitudes bring rewards.

Listed below are POSITIVE and NEGATIVE ATTITUDES. Review them carefully.

POSITIVE ATTITUDES	NEGATIVE ATTITUDES
1. Smiles easily	1. Rarely smiles
2. Almost never complains	2. Complains about nearly everything
3. Able to see the other person's point of view	3. Unable to see the other person's point of view
4. Willing to change ideas, dress or behavior when appropriate	4. Unwilling to change
5. Accepts responsibilities for mistakes	5. Blames others for own mistakes or shortcomings
6. Considers what is good for or helpful to others	6. Thinks only of self i.e. "What's in it for me?"
7. Seldom criticizes others	7. Very critical of others
8. Respects the ideas and opinions of others	8. Tries to force own ideas and opinions on others
9. Has a variety of interests	9. Few interests, is often bored
10. Never makes excuses	10. Often makes excuses

Student Handout

THE WORLD OF WORK SUMMARY

WHAT MAY YOUR EMPLOYER EXPECT FROM YOU

In addition to a day's work for a day's pay, your employer will expect the following things from you:

1. Loyalty
2. Dependability
3. Cooperation
4. Willingnes to follow directions
5. Honesty
6. Willingness to learn
7. Initiative
8. Enthusiasm
9. Acceptance of criticism

WHAT YOU MAY EXPECT FROM YOUR EMPLOYER

Some employers are more considerate than others, but most will do the following things for you:

1. Explain policies, rules, and regulations
2. Introduce you to co-workers
3. Provide training
4. Provide safe working conditions
5. Pay your salary
6. Evaluate your work
7. Change your duties
8. Encourage an honest relationship
9. Discipline you if you break rules

PROMOTION

The following things are most often considered by an employer in deciding who shall be promoted:

1. Knowledge of job
2. Quality of work
3. Quantity of work
4. Initiative
5. Seniority
6. Cooperativeness
7. Perseverance
8. Ability to think
9. Adaptability
10. Adequacy of training

PROGRAM EVALUATIONS AND CLASS GOALS

The following forms may be completed by your participants after having completed the sessions. One form is designed to get feedback regarding the sessions and how beneficial they were over all. The other is more specific. It is designed to see if participants were able to meet the goals of the sessions.

Review the responses and change or revise your presentations accordingly if appropriate.

Student Handout

PROGRAM EVALUATION

You have just completed a career guidance series. We need your help with getting information about how this program is doing.

Please rate the career guidance activities:

	Excellent	Good	Fair	Poor
A. Group Sessions	________	_____	_____	____
B. Worksheets	________	_____	_____	____
C. Interest Lists	________	_____	_____	____
D. Job Interviews (Mock)	________	_____	_____	____
E. Career Guidance Series	________	_____	_____	____

Was the program

_______ Of help to you?

_______ Little help to you?

_______ Teach you skills you did not have?

_______ No help at all?

How would you change the sessions to improve them?

____

____

____

____

Student Handout

INDIVIDUAL SUMMARY

Read the statements below and fill in the blanks.

1. The career I wish to be employed in is ______________________________.

2. This job requires that I have the following skills ____________________
   ____

3. My interests in ______________________________ led me to this career choice.

4. I have prepared for work as a(n) __________________ with the following skills ____.

5. I now feel that I can get a job as a ______________________________.
   career choice

   Yes________ No________

6. If "no" to number "5". I can get training at ________________________
   ____
   school name

   to prepare myself for employment in ________________________________
   career choice